



Telamon Corporation Head Start Annual Report to the Public North Carolina Head Start Programs 2014-2015

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Telamon Corporation North Carolina Head Start Programs (For Early and Regional Head Start)

Program Funding Sources

The programs were sustained by public and private funding sources for their respective program years. Amounts are shown for the most recently concluded grant year assigned to each program.

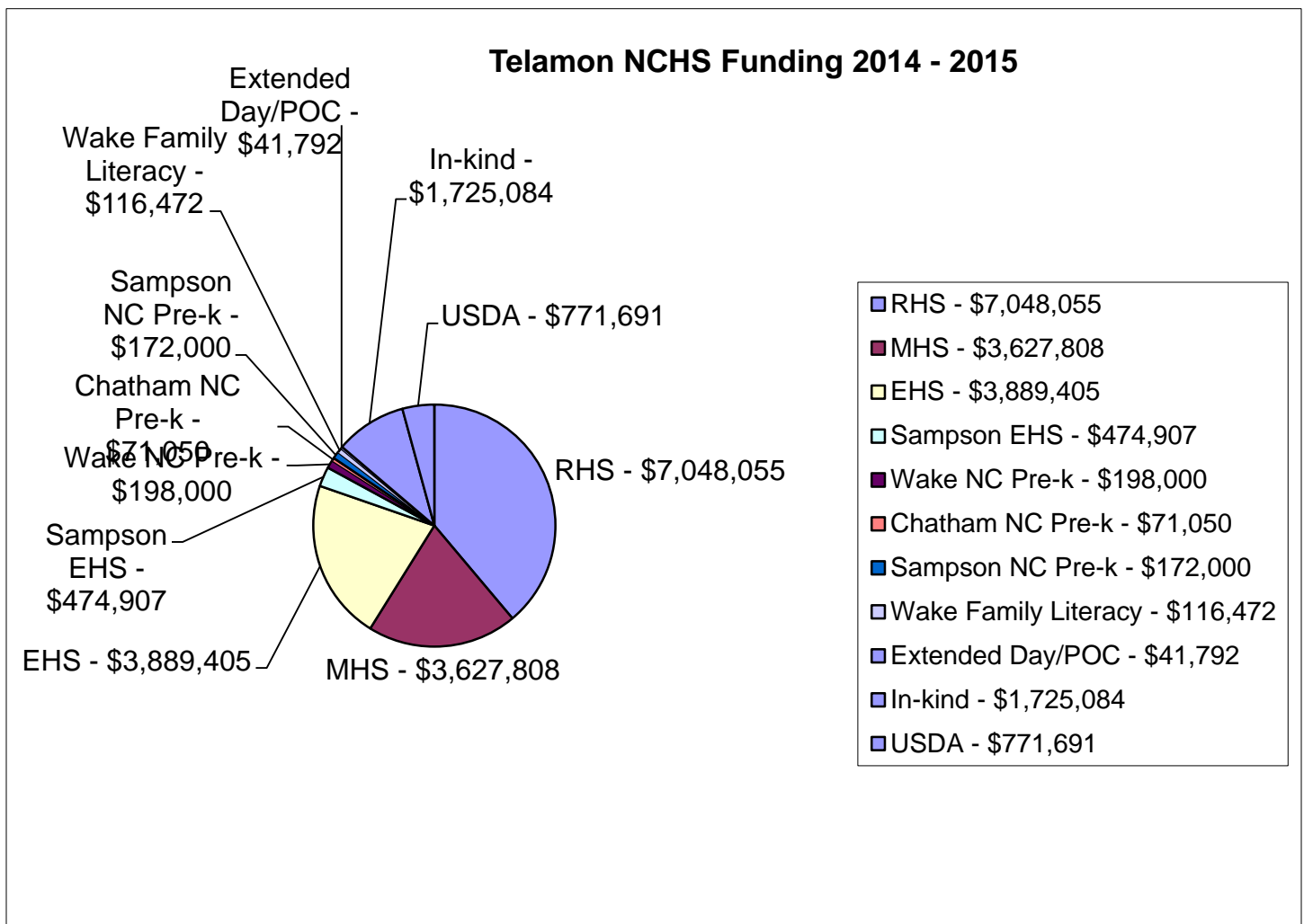
Program	Source	Begin:	End:	Total
Migrant Head Start	East Coast Migrant Head Start Project	2/1/14	1/31/15	\$3,627,808
Head Start	Office of Head Start	1/1/14	12/31/14	\$7,048,055
Early Head Start	Office of Head Start	1/1/14	12/31/14	\$3,889,405
Sampson County EHS	Office of Head Start	7/1/14	12/31/14	\$474,907
Wake Family Literacy	Wake County Smart Start	7/1/14	6/31/15	\$116,472
Chatham County NC Pre-K	Chatham County Partnership for Children	9/1/13	8/31/14	\$71,050
Wake County NC Pre-K	Wake County Smart Start	9/1/13	8/31/14	\$198,000
Sampson County NC Pre-K	Sampson County Partnership for Children	9/1/13	8/31/14	\$172,000
Extended Day - POC		9/1/14	8/31/15	\$41,792
USDA Food Program				\$771,691
In-Kind Contributions				\$1,725,084
			TOTAL	\$18,136,264



An Explanation of Budgetary Expenditures and Award for the Fiscal Year

Program	Award	Expense
Migrant Head Start	\$3,627,808	\$3,627,808
Head Start	\$7,048,055	\$7,048,055
Early Head Start	\$3,889,405	\$3,889,405
Sampson County Early Head Start	\$474,907	\$447,441
Wake Family Literacy	\$116,472	\$116,472
Chatham County NC Pre-K	\$71,050	\$70,442
Wake County NC Pre-K	\$198,000	\$185,840
Sampson County NC Pre-K	\$172,000	\$160,300
Extended Day - POC	\$41,792	\$41,792
USDA Food Program	\$771,691	\$771,691
In-Kind Contributions	\$1,725,084	\$1,725,084

Notes: The most recent concluded program year for each budget is presented. Budgetary expenditures further the goals of each programs range of early childhood education services. The spreadsheets above compare budget against actual expense for Program funds received. USDA funding covered allowable food and non-food supplies. Required In-kind contribution thresholds were met.



Award 04CH4726 2014 Revenue/Expense breakdown:

Award 04CH4726 - 2014 Category/Categoria	Early Head Start	
	2014 Budget / Presupuesto	2014 Expenses / Gastos
Personnel/Personal	\$95,000.00	\$99,517.00
Fringe Benefits/Beneficios	\$47,500.00	\$49,758.00
Travel/Viajes	\$3,500.00	\$5,459.00
Equipment/Equipo	\$0.00	\$0.00
Supplies/Materiales	\$85,000.00	\$91,186.00
Contractual/Contratos	\$0.00	\$0.00
Construction/Construccion	\$0.00	\$0.00
Other/Otros	\$227,407.00	\$184,280.00
Indirect Charges/Cargos Indirectos	\$16,500.00	\$17,241.00
Totals/Totales	\$474,907.00	\$447,441.00

Regional Early Head Start Statistical Report for Program Year September 2014 – May 2015

The following is a statistical look at services in our Head Start program based in Wake, Chatham, Sampson, and Caswell Counties, North Carolina. All statistics were submitted as part of the Program Information Report to the Office of Head Start's Region IV Office at the conclusion of the 2014-2015 program year.

Regional Early Head Start Statistics Report 2014-2015 Program Year	
Number of Children Served	409
Number of Families Served	344
Average Monthly Enrollment %	85%
Percentage of children with Continuous, Accessible Dental Care Provided by a Dental Care Provided by a Dentist	359
Percentage of Children receiving Dental Exams/Screening	341
Percentage of all Children who are up to date on a Schedule of Age Appropriate Preventive and Primary Health Care, According to the State's EPSDT Schedule for Well Child Care	303

Regional Early Head Start Family Services

Telamon Corporation NC Head Start (Telamon NCHS) Regional program provides a wide variety of services and assistance for enrolled families. We track services to understand what community resources are needed by families and to report outcomes on a Program Information Report (PIR) to the Office of Head Start each year. A breakdown of the types of services and the number of families assisted during 2014-2015 program year

Regional Early Head Start Family Services Provided to Telamon NCHS Families



Performance Indicators	# of Families	Percentage
• Families receiving housing assistance	30	9%
• Families receiving emergency services	105	31%
• Families receiving ESL training	28	8%
• Families receiving health education	230	67%
• Families receiving adult education (GED) training	79	23%
• Families receiving parenting education	307	89%
• Total number of families experiencing homelessness that were served during the enrollment year	39	11%
• Total number of children experiencing homelessness that were served during the enrollment year	45	13%
• Total number of families experiencing homelessness that acquired housing during the enrollment year	6	2%
• Total number of families providing volunteer services	129	38%
• The total number of families receiving families	310	90%

Sampson County Early Head Start Statistical Report for Program Year September 2014 – May 2015

The following is a statistical look at services in our Early Head Start program based in Sampson County North Carolina. All statistics were submitted as part of the Program Information Report to the Office of Head Start's Region IV Office at the conclusion of the 2014-2015 program year.

Sampson County Early Head Start Statistics Report 2014-2015 Program Year	
Number of Children Served	93
Number of Families Served	75
Average Monthly Enrollment %	81%
Percentage of children with Continuous, Accessible Dental Care Provided by a Dental Care Provided by a Dentist	83%
Percentage of Children receiving Dental Exams/Screening	88%
Percentage of all Children who are up to date on a Schedule of Age Appropriate Preventive and Primary Health Care, According to the State's EPSDT Schedule for Well Child Care	77

Sampson County Early Head Start Family Services

Telamon Corporation NC Early Head Start (Telamon NCEHS) Regional program provides a wide variety of services and assistance for enrolled families. We track services to understand what community resources are needed by families and to report outcomes on a Program Information Report (PIR) to the Office of Head Start each year. A breakdown of the types of services and the number of families assisted during 2014-2015 program year

Sampson County Family Services Provided to Telamon NCHS Families		
Performance Indicators	# of Families	Percentage
• Families receiving housing assistance	2	2%




• Families receiving emergency services	22	24
• Families receiving ESL training	3	3%
• Families receiving health education	42	45%
• Families receiving adult education (GED) training	24	26%
• Families receiving parenting education	69	68%
• Total number of families experiencing homelessness that were served during the enrollment year	1	1%
• Total number of children experiencing homelessness that were served during the enrollment year	2	2%
• Total number of families experiencing homelessness that acquired housing during the enrollment year	1	100%
• Total number of families providing volunteer services	17	18%
• The total number of families receiving families	69	74%






Sampson County Early Head Start/Regional Early Head Start Parent Involvement

Telamon NCEHS served all families in the Home Base Program option for the 2014-15 program year. This program emphasizes parents as their child's first teacher. Telamon NCEHS implements all components of curriculum activities at home with the involvement of the child's primary caregiver. Home Visitors identify individualized curriculum goals for each child and assist parents with facilitation of activities to help the child progress towards goals. Families are able to continue weekly volunteer activities with their child in between home visits through specialized activities provided by the home visitor for weekly implementation. Parents assist with planning and delivery of bi-monthly socializations in which children are engaged in a center based setting participating in developmental learning activities with their families. We emphasize the important role of fathers by helping them to understand how vital their participation is, and giving them the knowledge and confidence they need to be involved in their child's development. The outcome is increased self-confidence and self-esteem which is one cornerstone of effective parenting.

TS Gold Assessment for Regional and Sampson County Early Head Start

<i>T</i>	<i>% Below Expectations</i>	<i>% at Expectations</i>	<i>% Exceeding expectations</i>
 <p>Gross Motor</p>	30%	31%	39%



Fine Motor		21.3%	63%	15.7%
Social/ Emotional		23.3%	18.7%	58%
Cognitive		22%	67.3%	10.7%
Self Help		37.3%	31.7%	31%
Language		57.7%	34%	8.3%

Regional Head Start Statistical Report for Program Year September 2014

- May 2015

The following is a statistical look at services in our Head Start program based in Wake, Chatham, Sampson, and Caswell Counties, North Carolina. All statistics were submitted as part of the Program Information Report to the Office of Head Start's Region IV Office at the conclusion of the 2014-2015 program year.

Regional Head Start Statistics Report 2014-2015 Program Year	
Number of Children Served	1065
Number of Families Served	1005
Average Monthly Enrollment %	83%
Percentage of Eligible Children Served (Number of Children Served / Number of Eligible Children)	100%
Percentage of children with Continuous, Accessible Dental Care Provided by a dentist	98
Percentage of Children receiving preventive care	87%
Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	84%
Percentage of all Children who are up to date on a Schedule of Age Appropriate Preventive and Primary Health Care, According to the State's EPSDT Schedule for Well Child Care	99%

Regional Head Start Family Services



Telamon Corporation NC Head Start (Telamon NCHS) Regional program provides a wide variety of services and assistance for enrolled families. We track services to understand what community resources are needed by families and to report outcomes on a Program Information Report (PIR) to the Office of Head Start each year. A breakdown of the types of services and the number of families assisted during 2014-2015 program year:

Regional Head Start Family Services		
Performance Indicators	# of Families	Percentage
• Families receiving housing assistance	71	7%
• Families receiving emergency services	241	24%
• Families receiving ESL training	60	6%
• Families receiving health education	401	40%
• Families receiving adult education (GED) training	196	20%
• Families receiving parenting education	879	87%
• Total number of families experiencing homelessness that were served during the enrollment year	58	18%
• Total number of children experiencing homelessness that were served during the enrollment year	59	18%
• Total number of families experiencing homelessness that acquired housing during the enrollment year	17	29%
• Total number of families providing volunteer services	604	60%
• The total number of families receiving families	910	85%

Parent Education

Abriendo Puertas/Opening Doors is the nation's first evidence based comprehensive training program developed by and for Latino parents with children ages 0-5. Telamon NCHS has trained their family service staff on Abriendo Puertas/Opening Doors curriculum to be implemented at their centers. The ten interactive sessions draw from real-life experiences, incorporate data about local schools and communities, and focus on helping Latino parents understand their children's educational outcomes.

Parent, Family, and Community Engagement:

Telamon NC Crosby Head Start, Parkway Head Start and Knightdale Head Start collaborated with Wake System of Care, Alliance Behavioral Healthcare, and the Wake County Community Collaborative for Children and Families during the week of Children's Mental Health Awareness Week. Each facility hosted a Community Cares Fair where parents and community members found information about programs, services, and resources offered by various agencies and organizations that work with children and families (e.g., school system, recreational activities, educational activities, prevention programs, treatment providers, etc.).

Blue Cross and Blue Shield also collaborated during this week by providing there Play Mobile. The Play Mobile is a portable storage unit filled with miscellaneous scrap, various loose parts, and traditional playground equipment that encourages physical activity, creativity, and learning through play. The Play Mobile's loose parts can transform any space into a rich play environment that includes several unique play settings and encourages various types of play. Children of all ages need opportunities for play!





Telamon NC Chatham Head Start in centers has partnered with Chatham County Partnership for children to offer the Raising a Reader Program to our families. Raising A Reader is a literacy program implemented to engage caregivers in a routine of book sharing with their children from birth through age eight to foster healthy brain development, healthy relationships, a love of reading, and the literacy skills critical for school success.

Families attended bridging ceremonies to celebrate their child's upcoming transition to Kindergarten. Wake and Chatham counties had a total of 284 children transitioning to Kindergarten.

NAEYC Accreditation:

NAEYC has reviewed our accreditation report for Telamon NC Parkway, Crosby and Knightdale Head Start. All three (3) centers have maintained NAEYC Accreditation.

The Agency's Efforts to Prepare Children for Kindergarten

Telamon NCHS serves families and children from birth to five years of age. Telamon Corporation understands that all children deserve to be provided with knowledge and skills that they need to be ready for public school. In order to help them be successful in this journey, we have been charged with the task of developing a comprehensive School Readiness Plan that addresses their needs and begins with prenatal care for pregnant mothers and continues through children's transition to Kindergarten. We have partnered in this process with parents and community members.

The Head Start School Readiness Act (2007) also requires programs to develop goals that are aligned to the Head Start Child Development Early Learning Framework (HSCDEL), State Early Learning Standards (where appropriate), and expectations from school districts. Programs must also align their goals to their curriculum, assessment tool, and parent expectations. Telamon uses the Creative Curriculum and the Teaching Strategies GOLD Assessment Tool. School Readiness goals have been developed by analyzing child outcomes results, and by cross-integration planning of service areas, such as integrating the Head Start Parent, Family and Community Engagement Framework (PFCEF), and the overall health services for the child and family.

School Readiness Goals have been developed for children birth to five that address children's developmental areas in the domains of language and literacy, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development. Since our children are dual language learners, we are including specific goals related to second language acquisition. In addition, Telamon has prioritized goals based on outcome analysis from the previous program year.

Kindergarten Transition



To support kindergarten transition, Telamon NCHS in conjunction with our community eased this potentially stressful transition for our children and their families. Through collaboration and provision of simple activities, this experience was positive, as we launched our children into the new exciting world of learning as part of the public school system.

The following activities were facilitated to support Kindergarten transition:

- Organize transition events/activities in conjunction with the local elementary schools
- Encouraged parents to volunteer in the classroom
- Facilitated case management and goal setting related to transition with families.
- Ensure children received their Kindergarten Health Assessment
- Ensure all assessment Data and Kindergarten transition packets were sent to the next educational setting with parent consent

A Focus on School Readiness

The Improving Head Start School Readiness Act (2007) calls for each agency serving preschool children to establish school readiness goals. A School Readiness Committee for Telamon NCHS has been developed for the purpose of creating school readiness goals and to complete following tasks:

1. Alignment of Head Start Child Development and Early Learning Framework (HSCDEL) with Foundations – North Carolina Early Learning Standards
2. Discussion and alignment of School District's school readiness expectations
3. Self-Assessment activities which will include outcomes analysis and the evaluation of the progress of School Readiness Goals. This activity will result in the development of new School Readiness Goals in order to address any gaps in children's progress, or other priorities that emerge.

Outcomes of the School Readiness Plan includes the following:

- Improved children's outcomes in language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development social and emotional development, and English language acquisition.
- Improved teacher-child interactions in the classrooms
- Increased parent, family, and community engagement to help children's school readiness skills
- All staff members are able to identify school readiness goals for all children in the program

School Readiness

The School Readiness Plan for Telamon NCHS currently has ten goals that were developed in alignment with the five essential domains of school readiness for children birth to five as identified by the National Education Goals Panel: Cognition and General Knowledge, Physical Development and Health, Social and Emotional Development, Language and Literacy and Approaches to Learning. These five core domains form the foundation of the Head Start Early Learning Outcomes Framework which further identify eleven critical areas of learning within those domains for children aged three to five. By also aligning our School Readiness Goals with these additional domains, Telamon NCHS has created an effective guide for all decisions and strategies needed for assessment and implementation on both a program and child level. This alignment ensures that our curriculum selection, program evaluation, personnel decisions and methods for measuring teaching and learning experiences all follow the requirements of the Head Start School Readiness Act (2007) and support our children's progress towards readiness for success in school and life.

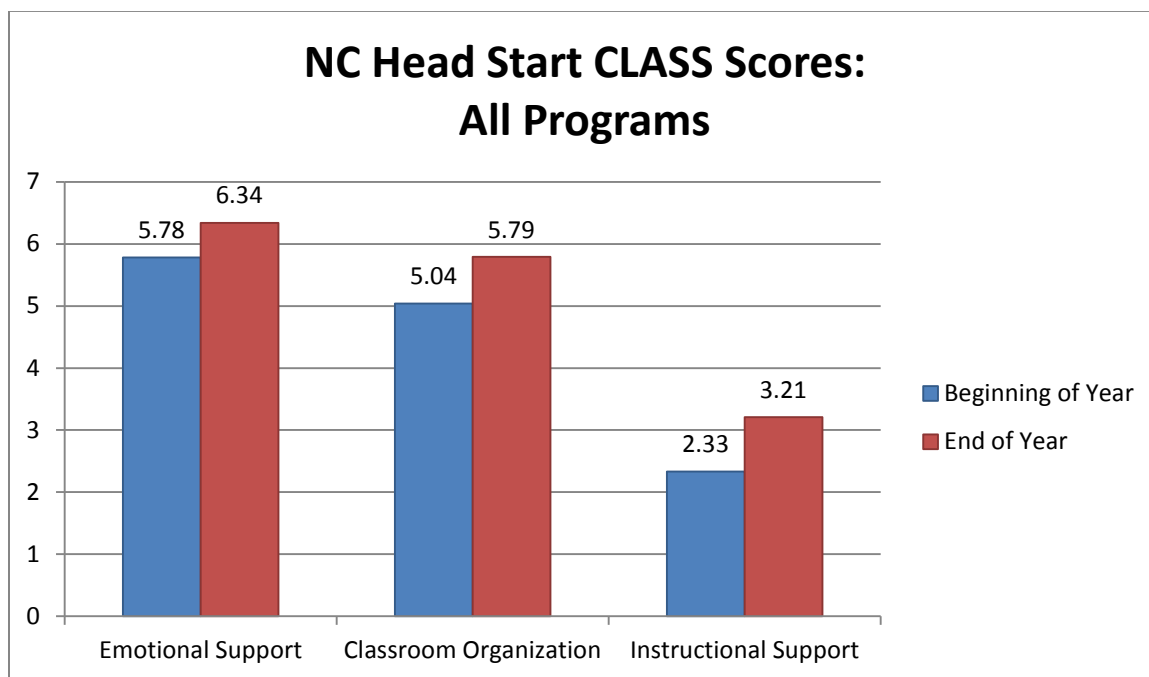


Progress was made towards each of the goals identified in the Telamon NCHS School Readiness Plan and was measured by the percentage of children meeting or exceeding the widely held expectations of the domains aligned with each goal. Beginning of the year percentages were compared with those from the final checkpoint at the end of the year to show rates of growth for each goal. One of the most interesting findings from this data analysis was in the areas of Language and Early Literacy. The percentage of children meeting or exceeding the widely held expectations for both literacy goals had some of the highest end of year percentages, but also had the lowest rates of growth. With the significance of early literacy skills on school readiness, it is important to explore this analysis in more detail. One conclusion may be that children are beginning their school years with more experiences with early literacy than with other areas of learning. Our Head Start community has worked diligently for many years promoting family and early literacy and this data indicates our efforts may be paying off. This trend will be tracked and analyzed closely next year for a better understanding of the variable factors, especially the comparison of new Head Start families with those returning. Conversely, social studies and science each made significant rates of growth, but end year percentages were some of the lowest of all domains, indicating a significant need for targeted assessment and ongoing professional development in these specific areas.

Classroom Assessment Scoring System (CLASS)

Telamon's NCHS preschool classrooms used the CLASS instrument this past year as way to measure the quality of teacher child interactions in ways that can be used to improve teaching performance and child outcomes. Each preschool class was observed at the beginning and end of the school year with observations that included 3 twenty minute cycles each. After the scoring of all three cycles, teachers received feedback regarding their areas of strength need for improvement in the three domains of CLASS:

Social/Emotional, Classroom Organization and Instructional Support. Observation scores from all classrooms were averaged together for each domain to determine a CLASS score for our NC Head Start program as a whole.

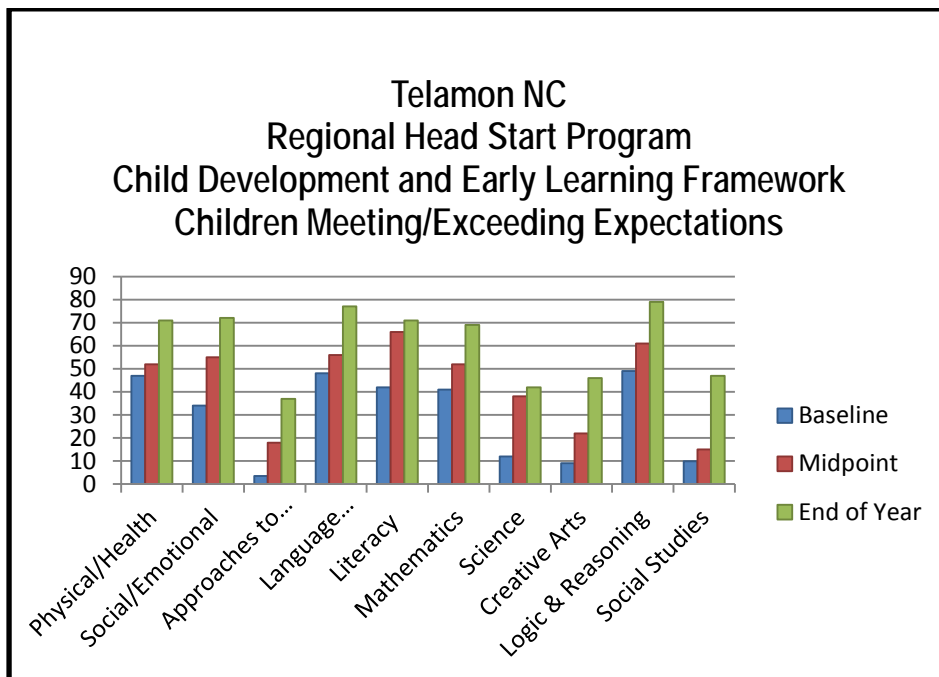


Program analysis shows that initial scores in the domains of Social/Emotional (5.78) and Classroom Organization (5.04) indicate many strengths in these areas of teacher-child interactions, the end of year scores in both domains increased to 6.34 and 5.79. The variables of this increase could include observer reliability over time, and additional training and overall knowledge of the "CLASS" tool. Telamon NCHS will continue to include "CLASS" training as that is an important part of Head Start Federal Reviewers. Scores for Instructional Support did increase from 2.33 to 3.21 but is an area of great concern that will receive significant attention in all professional development and training and T/TA planning for next year, to insure continued growth.



Child Outcomes

Data analysis indicates that by the end of the 2014-2015 school year, 80-90 percent of children met or exceeded widely-held expectations in six of the domains in the Child Development and Early Childhood Framework: Physical/Health, Social/Emotional, Language, Literacy, Mathematics and Logic/Reasoning. The remaining four domains: approaches to learning, science, creative arts and social studies had significantly lower scores at the beginning of the year, and in spite of the impressive progress made in each of these areas Plans for professional development, coaching, mentoring teaching staff, training, technical assistance and classroom activities will reflect this need for improvement for the upcoming school year.



Telamon Corporation NC Head Start Family Literacy Program

Telamon NCHS Family Literacy Program consists of two program components: a parenting skills series and home visitation. Parents attend a 10-week session, one day a week, for a 90-minute parenting class which utilizes “Raising A Thinking Child” curriculum This is an interpersonal problem-solving skills program for parents with children age 2-5. It provides for on-site childcare by qualified staff and a family-style mea. Parents participate in a graduation celebration, receive certificates of completion and an incentive for participating.

The program also offers two series of 10-week home visitation program to families with children age 3 -5, using “Language is the Key” and the dialogic reading method. Families will receive a 45-minute home visit semiweekly for ten weeks. Each week a home visitor brings two books and activities that parents can use between home visits to engage in developmentally appropriate activities with their children. Parents are trained on the dialogic reading method and encouraged to use this method with their children. This program is funded by Wake County SmartStart.

I CAN Grant

In 2014, we applied for and were granted a grant from the Head Start National Center on Health– UCLA Health Care Institute Training. “I CAN” Help My Child Stay Healthy, a national health literacy training program for Head Start, which is a collaboration between Central



Missouri Community Action Head Start (CMCA), and the UCLA/Johnson & Johnson Health Care Institute (HCI) housed at UCLA Anderson School of Management. Through the "I CAN" grant, Early Head Start Partners' parents have the potential to increased their health literacy, and the knowledge, confidence and resources to care for common childhood ailments at home. "I CAN" will make great changes in the lives of low-income families and reduce costs to the healthcare system. By educating and empowering Head Start and Early Head Start parents to be the first line of defense in their children's health care needs, our overburdened health care system can see a reduction in unnecessary emergency room and clinic visits, as well as a decrease in missed days at school and work.

Head Start-Work First Collaboration Grant

Telamon NCHS applied for and received a grant from North Carolina Head Start Collaboration Office. With the funds for this grant Wake County Human Services Work First Program and Telamon Corporation NC Head Start program are able to collaborate ensuring that an effective system of ongoing, two-way communication and information-sharing is in place to ensure that provide seamless services to children and families. This grant also enables us to significantly increase the number of cross-agency referrals of children and families potentially eligible to receive services and consequently significantly increase enrollment in both the Work First and the Head Start programs. A web based data system has been incorporation to document referrals, including to whom it was made, the family contact information, date of referral, date of application, status (enrolled, not enrolled), and date goal setting document (aligned FPA & MRA) was developed. During monthly meetings, staff review caseloads, family goals and progress as necessary, compare the information, and update the data base as needed. All meetings are documented with sign-in-sheets.

Triple P Grant

Telamon NCHS collaborated with community agencies in Wake County to be an active participant in a 3 year grant, funded by John Rex Endowment to implement and evaluate the Triple P program in Wake County. Triple P is a Positive Parenting Program[®] is a parenting and family support system designed to prevent – as well as treat – behavioral and emotional problems in children and teenagers. It aims to prevent problems in the family, school and community before they arise and to create family environments that encourage children to realize their potential. Triple P draws on social learning, cognitive behavioral and developmental theory as well as research into risk factors associated with the development of social and behavioral problems in children. It aims to equip parents with the skills and confidence they need to be self-sufficient and to be able to manage family issues without ongoing support. While it is almost universally successful in improving behavioral problems, more than half of Triple P's 17 parenting strategies focus on developing positive relationships, attitudes and conduct.

Migrant Head Start Statistical Report for Program Year February 1, 2014-January 31, 2015

The following is a statistical look at services at Telamon NC Migrant Head Start (Telamon NCMHS) programs which are located in Angier, Dunn, Hendersonville, and Whiteville, North Carolina. All statistics were submitted as part of the Program Information Report to the Office of Head Start Migrant Programs Branch Office at the conclusion of the 2014 program year.

Statistic Report 2014-2015 Program Year	
Number of Children Served	299
Number of Families Served	200
Average Monthly Enrollment %	85%
Percentage of Eligible Children Served (Number of Children Served / Number of Eligible Children)	100%



Percentage of children with Continuous, Accessible Dental Care Provided by a Dental Care Provided by a Dentist	299
Percentage of Children receiving Dental Exams/Screening	41%
Percentage of all Children who are up to date on a Schedule of Age Appropriate Preventive and Primary Health Care, According to the State's EPSDT Schedule for Well Child Care	72%

Migrant Head Start Family Services

Telamon NCMHS provides a wide variety of services and support for enrolled children and their families. Families are encouraged and expected to take a strong part in their children's lives by being present and participating in their child's education. Parents are included in every aspect of the program and encouraged to volunteer in the center and the classrooms, set educational goals with their children, and continue educational activities at home. Special activities are arranged to involve fathers in their children's experience in Migrant Head Start. .

Migrant Head Start Family Services		
Performance Indicators	# of Families	Percentage
• Families receiving housing assistance	1	1%
• Families receiving emergency services	8	1%
• Families receiving ESL training	6	%
• Families receiving health education	140	54%
• Adult education such as GED programs and college selection	7	3%
• Families receiving parenting education	48	24%
• Total number of families experiencing homelessness that were served during the enrollment year	8	4%
• Total number of children experiencing homelessness that were served during the enrollment year	10	1%
• Total number of families experiencing homelessness that acquired housing during the enrollment year	5	2%
• Total number of families providing volunteer services	124	67%
• The total number of families receiving families	133	67%

Migrant Head Start Parent Involvement

Telamon NCMHS understands that parents are the most important influence on a child's development. We encourage parents to become more engaged in their child's educational process to help facilitate the ongoing learning, development and school readiness. To keep abreast of the changing faces of modern day families, their needs, issues and challenges, Telamon NCMHS has developed a comprehensive Family Engagement Plan, with the intention of investing in the promotion of families, parents, caregivers and communities roles and responsibilities in young children's development and progress (prenatal through their individualized primary academic journey).

Telamon NCMHS's roadmap begins with a family strengths assessment and the family interest survey. These methods provide us with an understanding of where the families are in the context of each of the family outcomes, in addition to the topics families are most interested. Each month, the program focuses on one of the family outcomes and deliver program activities that highlight and address each outlined outcome.



We provide information to families on services in the community available to address their needs such as assistance with housing, child support, emergency essentials, and more. We provide parenting classes, adult education assistance, English as a Second Language training, and job training for parents.

We encourage parents to become more engaged in their child’s educational process to help facilitate the ongoing learning, development and school readiness.

Telamon NCMHS places a strong emphasis on providing opportunities for fathers to be actively involved in all aspects of the program, especially in child development activities. The program firmly believes that when a center maintains a father-friendly environment where fathers feel needed, supported and given the proper tools to lead their children into the future, father participation increases and so do positive Head Start child outcomes.

Fatherhood Initiative: The goal of the Fatherhood Initiative is to strengthen the role of fathers in their children’s lives and education without excluding other member of the family (mom, aunt, uncle, grandparent, etc.).

- Activities: Father Day Outdoor Activity, Father Classroom involvement, Father gardening day.
- Number of fathers involve: We have approximately 30 fathers that had involved in Fatherhood activities.
- What makes this important and special: This activity is intended to strengthen the role of fathers in families and it makes it special in a way that children with involved, loving fathers are significantly more likely to do well in school, have healthy self-esteem, show empathy, and avoid high-risk behaviors compared to children who have uninvolved fathers.

Focus on School Readiness



The Head Start School Readiness Act (2007) also requires programs to develop goals that are aligned to the Head Start Child Development Early Learning Framework (HSCDELFF), State Early Learning Standards (where appropriate), and expectations from school districts. Programs must also align their goals to their curriculum, assessment tool, and parent expectations. School Readiness goals have been developed by analyzing child outcomes results, and by cross-integration planning of service areas, such as integrating the Head Start Parent, Family and Community Engagement Framework (PFCEF), and the overall health services for the child and family.

School Readiness Goals have been developed for children birth to five that address children’s developmental areas in the domains of language and literacy, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development. Since our children are dual language learners, we are including specific goals related to second language acquisition. In addition, Telamon NCMHS has prioritized goals based on outcome analysis from the previous program year.

The Head Start School Readiness Act (2007) calls for each agency serving preschool children to establish school readiness goals. A School Readiness Committee for Telamon NCMHS has been developed for the purpose of creating school readiness goals and to complete following tasks:

Telamon NCMHS School Readiness Goals at a Glance

Domain	School readiness goals for infants, young toddlers,
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	older toddlers, and preschool children
Language & Literacy	Children who are dual language learners will increase competency in their native language while developing English language proficiency.
Cognition and General Knowledge	
Approaches to Learning	
Physical Well-Being and Motor Development	Children will maintain healthy and age appropriate well-being and develop health and safety knowledge and practices. Children will development control of large muscles for movement, navigation and balance and small muscles for purposes such as using utensils, self-care, building and exploring.
Social and Emotional Development	Children will develop healthy relationships with adults and peers and positive social-emotional skills such as recognizing and regulating emotions, attention, impulses and behaviors.
Family Engagement	Children school readiness skills will be supported by providing family engagement opportunities for parents to be active participants in their children's learning.

Children's progress is measured in these areas because of their importance to children being ready for school:

Physical Health and Development

- Good health
 - Teeth
 - Eyes
 - Hearing
- Good health habits
 - Being safe
 - Keeping clean & neat
- Strong body – large and small muscles
 - Coordination
 - Strength
 - Control



Social and Emotional Development

- Healthy relationships with friends and adults
- Following directions
- Feelings about self
- Control of emotions



Approaches to Learning

- Cooperation
- Paying attention
- Curiosity
- Creativity in art, music, dance



Cognition and General Knowledge

- Math
- Science
- Social Studies
- Solving problems



Language and Literacy

- Talking
- Understanding what others say
- Writing
- Letters names and sounds








The following is the average progress per age group for the Telamon NCMHS program.

PRESCHOOLERS ■ Beg, Mid, & End LAP = strength ■ =area of focus for 2015

% Meeting or Exceeding Expectations										
	Physical Development & Health	Social & Emotional	Logic & Reasoning	Math Knowledge & Skills	Science Knowledge & Skills	Social Studies Knowledge & Skills	Creative Arts Expression	Approaches to Learning	Language	Literacy Knowledge & Skills








<i>Beginning</i>	86.7%	79%	75.5%	75.25%	60%	72%	87.25%	80.75%	61.75%	75.5
<i>Middle</i>	99%	96%	88.75%	86.75%	91%	88%	97%	94%	79.75%	88.25
<i>End</i>	100%	100%	97.5%	95.25%	93%	98.25%	100%	100%	93.75	97%
<i>Beg- Mid Gain</i>	12.25	17	13.25	11.5	31	16	9.75	13.25	18	12.75
<i>Total Gain</i>	13.25	21	22	20	33	26.25	12.75	19.25	32	21.5
<i>Comments</i> (Number of Children Assessed)- B: 125 M: 89 E: 54	<p>To assess the progress for preschool children, data from the Learning Accomplishments Profile (LAP-3) was entered into the Red-e-Set Grow (RSG) software, then used to extract data into ChildPlus to classify as below, meeting, or exceeding developmental age expectations. Science & Language are the two areas which showed the largest growth. This may be attributable to our curriculum (Our Children, Our Families) focus inquiry and on building vocabulary skills through questioning, expanding, and self and parallel talk. Both of these areas; however, had the smallest percentages of children meeting or exceeding expectations, making it a need for 2015. Math will also be an area of focus. <i>Social and Emotional Skills & Approaches to Learning showed large initial-mid growth, reflecting teacher's efforts to create a "classroom" community during the first 6 weeks of enrollment with our social-emotional curriculum (SEFEL) and of their practicing Behavior Management domains of class with the children.</i></p>									

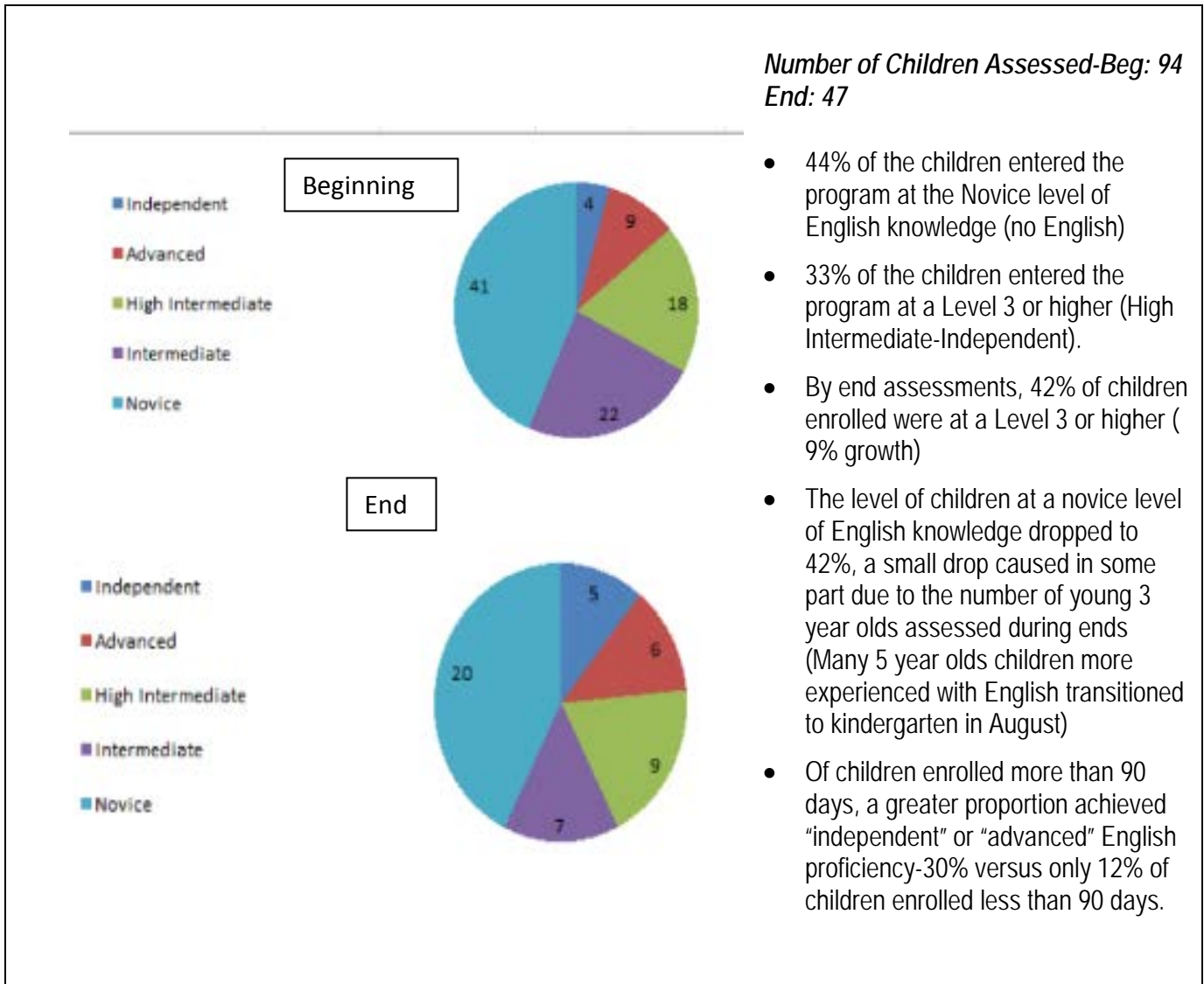
TODDLERS ■ Beg, Mid & End ELAP ■ = strength ■ =area of focus for 2015										
% Meeting or Exceeding Expectations										
	Fine Motor	Gross Motor	Socio-Emotional	Cognitive	Self Help	Language				
<i>Beginning</i>	61.25%	74.25%	86%	61.5%	74.75%	40.75%				
<i>Middle</i>	74.25%	86.5%	94%	61.5%	81%	49.25%				
<i>End</i>	81.5%	96%	95%	71.25%	85.5%	59%				
<i>Beg- Mid Gain</i>	13%	12%	8%	0%	6.25%	8.5%				
<i>Total Gain</i>	32.25%	21.75%	9%	9.75%	10.75%	18.25%				
<i>Comments</i> (Number of Children Assessed)- B: 78 M: 61 E: 70	<p>To assess the progress for the infant/toddler children, data from the Early Learning Accomplishments Profile (E-LAP) was entered into the Red-e-Set Grow (RSG) software. Fine motor and gross motor showed the biggest gains, which may be attributable to teachers supporting children's autonomy during mealtime, play, and other motor based activities. Language also showed high growth; however, the smallest percentage of children are meeting or exceeding expectations in this domain, making it a need for 2015</p>									

INFANTS ■ Beg, Mid & End ELAP ■ = strength ■ =area of focus for 2015



% Meeting or Exceeding Expectations											
	.Fine Motor	Gross Motor	Socio-Emotional		Cognitive		Self Help		Language		
<i>Beginning</i>	74%	80.25%	90.75%		100%		100%		85.25%		
<i>Middle</i>	78%	88%	89.25%		84.75%		84.75%		81%		
<i>End</i>	83.5%	88%	100%		91.75%		87.5%		90.75%		
<i>Beg- Mid Gain</i>	4%	7.75%	-1%		-15.5%		-15.5%		-4.25%		
<i>Total Gain</i>	9.5%	0%	10.75%		-8.25%		2.75%		5.5%		
Comments (Number of Children Assessed)- B: 29 M: 24 E: 17	To assess the progress for the infant/toddler children, data from the Early Learning Accomplishments Profile (E-LAP) was entered into the Red-e-Set Grow (RSG) software. Cognitive Skills showed a decline most likely due the increase difficulty of tasks on the ELAP as children grew in age. The largest area of growth was Social Emotional skills, most likely attributable to a strong focus on infant caregivers providing a warm, secure environment.										





School Readiness Portfolio Scores

I Can Count

- Approximately 7% of the children entered the program not able to count objects. By the mid data collection the number decreased to 2.5%.
- Nearly 96% of the children could count 1-3 or more objects by the end data collection.
- 64% of the children could count 10 or more objects by the end data collection, compared to 46% for beginning data collection, a **18% increase, despite attrition of older students to kindergarten**

I Know My Numbers



- Majority of children that made the least progress identifying numbers were three year olds. At beginning assessments, 36% of the group was composed of three year-olds. By end assessments nearly half the group was composed of three year olds (47%)
- Five year olds made the most progress. (Nearly 90% knew 1 or more numbers by end, a number that would've been even higher if it included children that transitioned to kindergarten)
- At beginning, 42% of children couldn't identify any numbers. By mid assessments, that percentage shrank to 17%, and **by end it shrank to 10%** (a decrease of 32% in children that knew no numbers)
- Total children that could identify at least one number increased from 59% to 85%, and then to nearly 90% by end assessments.

I Know My Shapes

- Approximately 68% of the children entered the program being able to identify a circle, and 65% could identify a triangle
- 94% could identify a circle and 90% could identify a triangle by the mid data collection which is an improvement of approximately 26 and 25%.
- Approximately 30% of the children entered the program being able to identify rectangle, and 47% could identify a square.
- 50% of the children could identify a rectangle and 77% could identify a square by the end data collection; an improvement of 24 % and 27%.
- The group of children least likely to know any shapes were 3 year olds (21%), whereas 5 year olds were the most likely to know more than one shape (73%).

I Can Write My Name

- At the beginning of the season, 49% of preschool children could only draw or scribble their names, and only 24% could write or copy independently.
- By the middle of the season, only 31% were scribbling, and 38% could copy or write their name independently.
- At the end of the season, 37.5% of children assessed were scribbling and 37.5% were copying or writing their name independently.
- **Some of this leveling off is attributable to more mature children transitioning to kindergarten prior to end assessments (76% of 5 year olds could copy or write their name independently, opposed to 10% of 3 year olds)**
- However, three year olds did make moderate growth. At the beginning and middle of the season, only 8% of 3 year olds could independently write or copy their name, compared to 13% by the end of the season.

I Can Recognize Letters in English

- Approximately 57% of the children entered the program not able to recognize any uppercase, and 83% could not recognize any lowercase letters.
- At the mid data collection, the number of children who were not able to recognize any uppercase letters decreased to 45%, and lowercase had decrease to 64%.



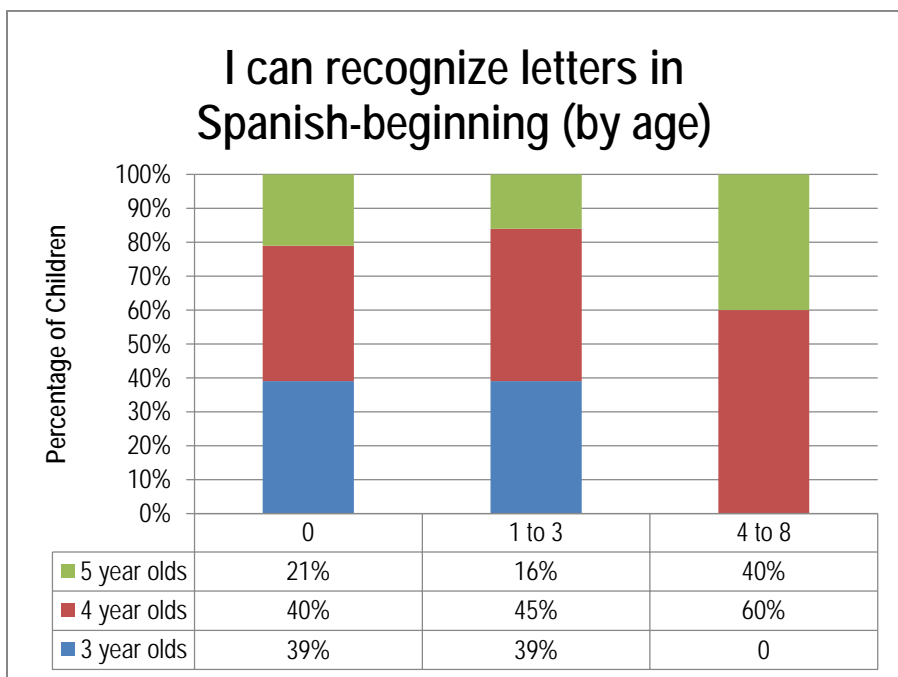
- By end data collection the percentage of children who knew no uppercase decreased to 28%, and lowercase decreased to 54%
- Only 17% of the children entered the program able to recognize 1 or more uppercase letters of the alphabet. By mid data collection, the number increased to 41%, and by end it increased to 55%.
- Across assessment periods (due to not all children having a middle or end), 45% of 3 year olds recognized no uppercase letters, while, of kids who knew 9 or more letters, 5 year olds composed 95.75% of the group. Accordingly, end of year assessments tended to be more reflective of slight growth by 3 year olds children (see preschool brochure) than of the large gains associated with older children.

I Can Recognize Letters in Spanish

- Approximately 71% of the children entered the program not able to recognize any uppercase letters in Spanish, and 90% could not recognize any lowercase letters in Spanish. By the mid data collection, small improvements were made of 7%, and 10%. By end assessments, these numbers had decreased another 10% to only 50% of children who could not identify any Spanish upper case letters, and 75% that couldnot recognize any lowercase Spanish letters. (meaning 40% could identify at least one upper or lowercase letter)
- Approximately 79% of the children not able to recognize letters in Spanish are three and four year olds.

I Can Recognize Letters beginning in Spanish by age:

- As with English letters, across assessment periods (due to not all children having a middle or end), 39% of 3 year olds recognized no uppercase letters, while, of kids who knew 9 or more letters, 5 year olds composed 40% of the group. Accordingly, end of year assessments tended to be more reflective of slight growth by 3 year olds children (see preschool brochure) than of the large gains associated with older children.



Factors that contributed to these results:

- Teachers' participation in "Kids Play Math" Early Math Initiative enhanced end outcomes growth in math skills for preschoolers.
- Centers have received CLASS scores and ongoing T/TA related to providing Emotional Support, Classroom Organization, and Instructional Support
- Teachers continue to receive T/TA on CSEFEL strategies to promote healthy attachments and social skills.
- The teachers have continued to engage in verbal interactions with children through conversations, reading books, singing songs and finger plays according to the ITERS and ECERS scores.
- Majority of children that made the least progress with the school readiness portfolio skills were enrolled for less than 60 days, three years old and at the Miami Dade-novice level of English language acquisition.
- 50% of children enrolled this season (152) were enrolled less than 12 weeks. (3 months)
- Sample size was limited at end outcomes by the number of children who withdrew prior to ends. Most 5 year olds transitioned to kindergarten in August, meaning mid's and end's tended to represent more 3 year old children.

Telamon NCMHSs Efforts to Prepare Children for Kindergarten

Telamon NCMHS serves families and children from birth to five years of age. We understand that all children deserve to be provided with knowledge and skills that they need to be ready for public school. In order to help them be successful in this journey, Telamon NCMHS center staff members work closely with the parents of Kindergarten enrollees to assist with this process. Family Service Specialist accompany parents to complete necessary paperwork required for enrollment and offer translation services. Health Specialist assist parents in gathering physical and immunization records for enrollees. Local Education Agencies collaborate with Center Directors through written Memorandum of Understanding. In addition to educating children in the classroom, teaching staff conduct home visits with parents. Children transitioning to Kindergarten are assessed using Teaching Strategies GOLD and results are shared with Local Education Agencies (LEA).

4. Alignment of Head Start Child Development and Early Learning Framework (HSCDEL) with Foundations – North Carolina Early Learning Standards
5. Discussion and alignment of School District's school readiness expectations
6. Self-Assessment activities which will include outcomes analysis and the evaluation of the progress of School Readiness Goals. This activity will result in the development of new School Readiness Goals in order to address any gaps in children's progress, or other priorities that emerge.

The results of the most recent review by the Secretary and the financial audit.

Report of Findings, Previous Federal Review

From 2/23/14 to 2/27/14, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Telamon Corporation Head Start and Early Head Start programs.



During the review one area of non-compliance was noted: The grantee did not request disposition instructions from the Office of Health and Human Services for unneeded equipment with a fair market value of \$5,000 or more. The item in question was a vehicle that was demolished in an accident. The vehicle accident was submitted to the corporation insurance company and the proceeds from the claim were used on allowable Head Start activities. As the fair market value of the vehicle prior to the accident was in excess of \$5,000, and the vehicle was not replaced with the insurance proceeds, the grantee should have requested disposition instructions from the Office of Health and Human Services.

Financial Audit

The complete Telamon Corporation audit results for the fiscal year ending September 30, 2014 is available at:
<http://harvester.census.gov/sac/>.

