



Division of Early Childhood
2021 Annual Report
2021-2022 School Year

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Program Overview

About Us

The Memphis Shelby County Schools Head Start program is funded to provide services to 3,200 children and their families across Shelby County, Tennessee. In addition to receiving the Head Start Grant, the Division of Early Childhood is also the recipient of Voluntary Pre-K funds for the 2021-2022 school year. These funding sources, as well as local and district funds, make it possible for the district to provide comprehensive services to over 5,600 students annually. By the end of the 2021-2022 school year, the program supported 290 early childhood classrooms and provided three program options for families. Three and four-year-old children receive services within Head Start Center based classrooms and four-year-old children are in school-based and community center options.

Vision

Memphis Shelby County Schools Early Childhood Education Program will be ranked #1 in the state in school readiness based on 85% or above mastery on the district's universal screener for Kindergarten students who attended a Memphis Shelby County Schools Early Childhood Program.

Mission

To empower children and families to reach their highest potential both academically and socially by creating a cooperative partnership between home and school.

Organizational Beliefs

- The first five years of life are critical to a child's lifelong development of self-regulation, ability to communicate effectively, and build lasting positive relationships.
- Young children's earliest experiences and environments set the stage for future development and success in school and life.
- Families and communities play critical roles in helping children get ready for school.
- School readiness is acquired through the participation of families, schools and communities providing environments and experiences that support the physical, social, emotional, language, literacy, and cognitive development of young children.
- Early experiences influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior, and emotional development.

Top Priorities/Goals

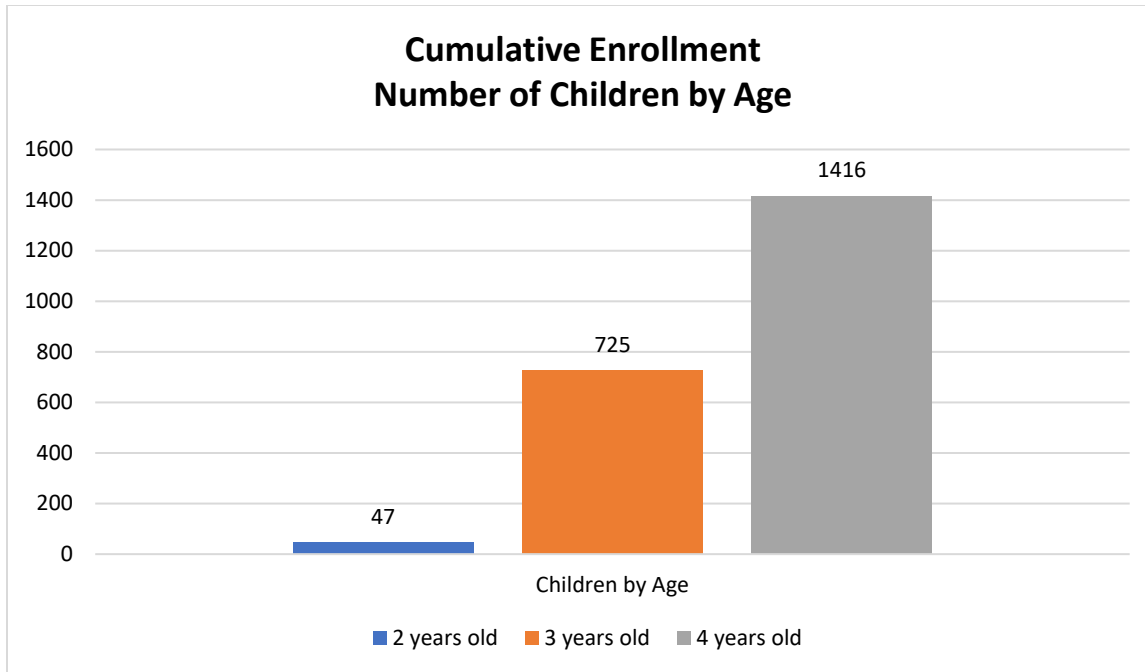
- 75% of Pre-K students will strengthen early literacy by demonstrating 80th Percentile proficiency on the final benchmark of Brigance IED III Academic Skills/Cognitive Development: Literacy subdomain.
- To provide tiered instructional support to our teachers that will ensure that our department exceeds the expectations for the Classroom Assessment Scoring System (CLASS) that monitors teacher and student interactions for emotional support, classroom organization, and instructional support.
- To provide a coordinated and cohesive Pre-K through 2nd grade continuum that aligns standards, curriculum, instruction, assessments, family engagement and professional development, which creates a seamless and effective pathway of learning for all children.

Our Children

During the 2021-2022 school year, the MSCS Head Start Program provided comprehensive services to a cumulative of 2,188 students that were enrolled in 172 classrooms across the county. During this program year, the monthly average enrollment was 61% across all Early Childhood programs. Of the approximately 7,893 income eligible 3- and 4-year-old children in Shelby County, the MSCS Head Start program served roughly 27.2% of all eligible children and across the entire Early Childhood Program, approximately 57.5% of eligible children were served during the 2021-2022 school year. The chart below details demographic data on the children served.

Child and Family Services

Cumulative Enrollment by Type of Eligibility	# of Children	Primary Language	# of Children
Income at or below 100% of FPL	1,569	English	2,030
Public Assistance (TANF, SSI)	264	Spanish	145
Foster Care	36	Middle Eastern & South Asian Langs.	8
Homeless	20	East Asian Languages	3
Eligibility based on other type of need	80	African Languages	2
Over Income (100%-130% of FPL)	219	Dual language Learners	200
Prior Enrollment	#	Race & Ethnicity	#
Second year enrolled in Head Start	378	American Indian or Alaskan Native	11
Three plus years enrolled in Head Start	28	Asian	12
		Black or African American	1,914
Transition & Turnover	#	Native Hawaiian or Pacific Islander	3
Total withdrawn without re-enrolling	185	White	160
Total enrolled less than 45 days	65	Bi-racial/Multi-racial	88
Total transitioning to kindergarten	1,158	Hispanic or Latino Origin (any race)	183
		Non-Hispanic or Non-Latino Origin (any race)	2,005



Child and Family Services

Healthy children are ready to learn

By the end of the program year (cumulative enrollment):

- 2,150 children had health insurance (98.2%)
- 2,160 children had a source of continuous, accessible health care (98.7%)
- 1,917 had accessible dental care (87.6%)
- 1,997 children were up to date on preventative and primary health care (91.2%)
 - Of these, 97 children were diagnosed with a chronic medical condition
 - Of these, 62 received medical treatment for their diagnosed chronic health condition

Disability Services

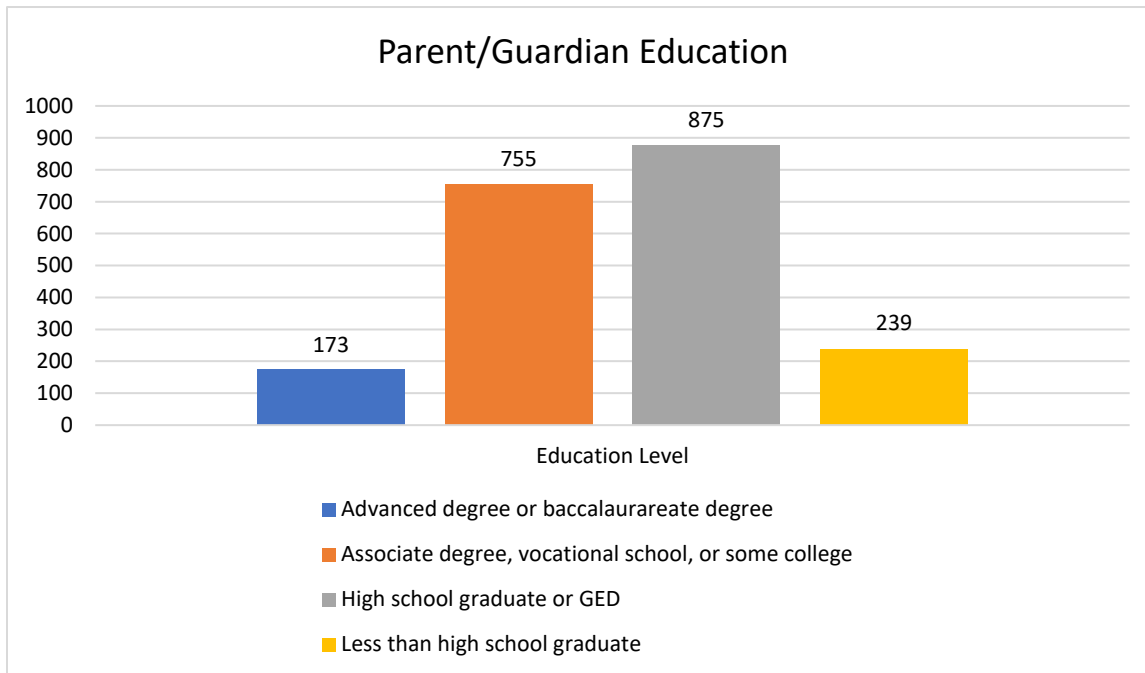
- 328 children had an Individualized Education Plan (IEP) at any time during the program year
- 234 children had an IEP prior to this program year
- 94 children received an IEP during the current program year

Family and Community Partnerships

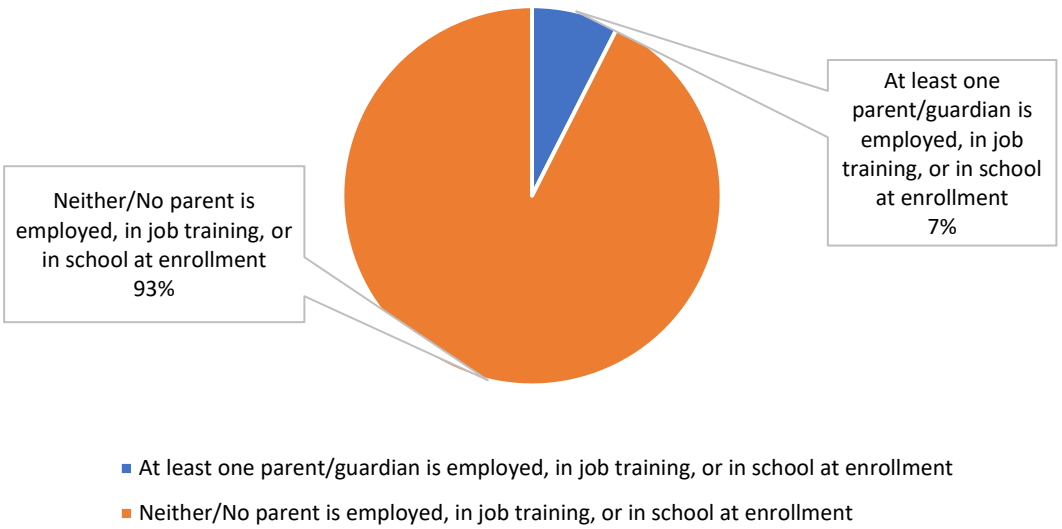
- 2,072 total families in the program
- 407 two-parent families
- 1,665 single-parent families

Of the total number of families, the number in which the parent/guardian figures are best describes as:

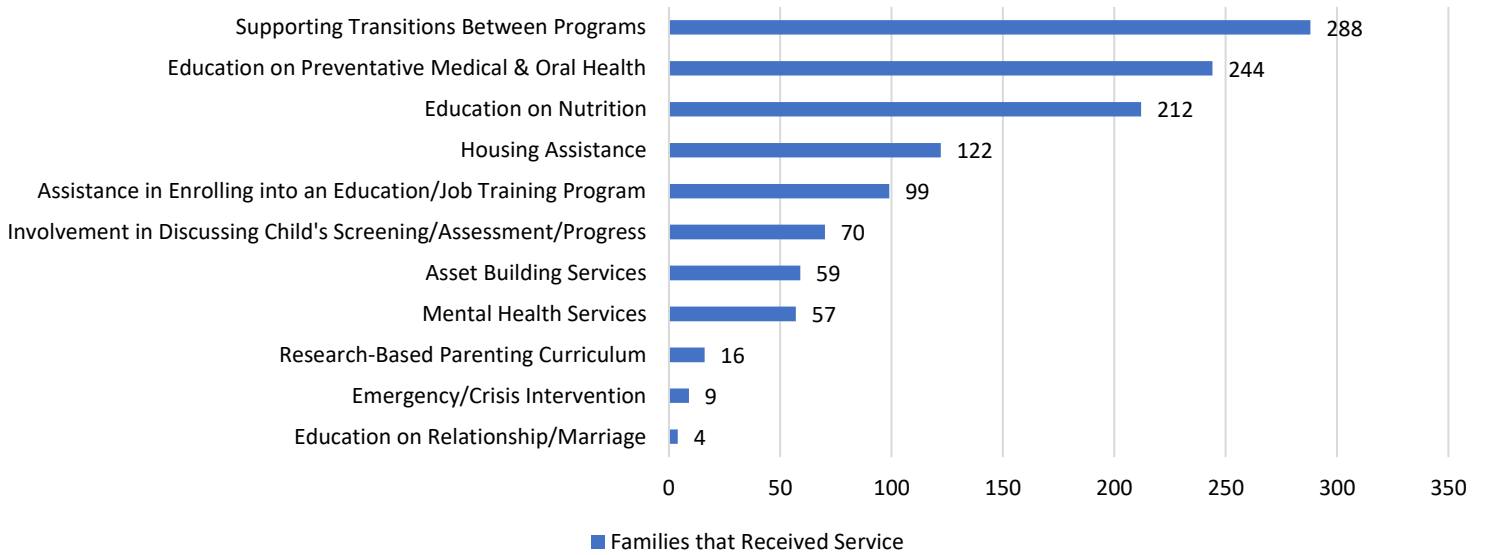
- 2,045: Parents (biological, adoptive, stepparents)
 - 1,586: Of these, the number of families with a mother only (biological adoptive, stepmother)
 - 56: of these, the number of families with a father only (biological, adoptive, stepfather)
- 10: Grandparents
- 8: Relative(s) other than grandparents
- 9: Foster parent(s) not including relatives



Employment, Job Training, and School



Number of Families that Received Specialized Services



Family and Community Engagement

Families play an integral role in ensuring that children acquire the skills and confidence necessary for successful school experiences. The Division of Early Childhood strives to nurture and maintain positive family engagement experiences throughout the school year. This is accomplished through embedding family engagement activities throughout the structure of our program. In addition, we strive to connect families with community support systems and resources. By establishing community partnerships, we can strengthen our ability to identify and address the diverse needs of the parents. Our goal is to ensure that family engagement experiences are meaningful, effective, and ongoing. The involvement and engagement of parents/families in the Head Start Program is one of the most important aspects of our program management and service delivery systems. In addition, fathers are encouraged to participate in all aspects of the program as we understand that fathers who become involved can help the program become more effective in achieving positive outcomes for the children. Our planning, education enrichment, and empowerment opportunities for families is driven by the Head Start Parent, Family and Community Engagement Framework.

Parental Involvement Activities

- Parent trainings on significant topics such as: family literacy, mental health issues, healthy food choices, nutrition and healthy living, parent leadership/advocacy, personal goals, emergency/disaster training, family budget management, drug, and gang awareness, fine motor, gross motor, problem solving, social emotional learning, literacy, math, and important questions for story time
- Ready Rosie Parent Curriculum- a research-based parenting curriculum that builds on parents' knowledge, 11,767 parents enrolled since inception, including 1,425 this year
- Lewis the Duck Literacy Library Initiative- 3 library locations, classrooms visit library weekly, students receive monthly reading log, Read Across America Week
- Fatherhood Initiative/Male Involvement- Daddy-Daughter Dance
- Community Partners Advisory Committee
- Lewis the Duck Literacy Library Initiative
- Family Festivals & Career Days
- Policy Council & Curriculum Review
- Pre- Kindergarten Community Summit
- Ready For Kindergarten Social Emotional Learning Parenting Curriculum
- Real Men Read
- Parent Volunteers
- Transitioning to Kindergarten Kickoff Fair
- Monthly Parent PD-On the Road to Kindergarten Series (March-May)
- Drive-in Movie Night at Shelby Farms
- Books and Breakfast in the Park
- Ready for Kindergarten-Social Emotional Learning

- Heard's Homeroom (weekly)
- Math & Science Night at the Memphis Children's Museum
- National Library Card Sign-up Promotion for our Pre-K Families
- Boo for Books Drive-in Event
- Reading around the Christmas Tree Drive-in Event
- Under the Big Top Pre-K Kick-off Registration Event

Family Engagement Survey

In our efforts and commitment to make the Head Start/Pre-K program more effective in the services provided to children and families, the program seeks the opinions and suggestions from families enrolled. Head Start parents and staff form partnerships to achieve goals identified for improvement in service delivery. Parents are asked to complete a survey that allows them an opportunity to provide feedback on the various services provided. The results from the survey provide some guidance to the Head Start program staff on areas of improvement and program quality of services. These results are also utilized in conjunction with other program data to identify programs goals for the Head Start 5-year grant cycle.

The Division of Early Childhood Education issued an electronic family satisfaction survey in May-June 2022. A strong relationship between staff and families is important for promoting healthy child development and positive learning outcomes. As such, this survey was aligned with the Federal Head Start Program's Parent, Family, and Community Engagement (PFCE) Framework which specifies seven family outcomes that research has shown to promote positive child outcomes.

The Spring 2022 Family Satisfaction Survey was sent to 3,642 families and over the course of 30 days in May-June 2022, 285 responses were received: an 8% survey response rate. Of the 282 responses, the number of survey responses received by classroom funding source is detailed below:

Fund	# Responses
VPK	31
Fund 1	58
HS, VPK/HS, SPED	133
F8M	57
Unknown	6

Based on the survey responses, families are generally satisfied with the services they are receiving from the Division of Early Childhood Education. Specifically, many families have found value in parent meetings, feel that they are partners with their child's teacher when it comes to setting educational goals for their child, and have confidence in their school's ability to help them access community resources such as vision screening, after school programs, and additional academic support/tutoring. Additionally, most families are largely satisfied with how well their child's teacher explains the results of their child's assessments. Survey responses indicated that there is room for improvement regarding information about financial stability being made available to families as well as Health Insurance information for the uninsured. Families of children with a disability could benefit from support that will help them understand their child's disability and how to make sure the special needs of the child can be met at Head Start and at public schools. Many families need access to before and after school care and some families have new needs due to the COVID-19 pandemic. Guardians shared that access to childcare would help enable family members to pursue full-time work, higher education, and alleviate financial burden in addition to socially, emotionally, and academically preparing their children for future education.

The full survey report contains program-wide key findings broken out by the following survey parts: Program Environment & Family Partnerships, Family Well-Being, Family as Lifelong Educators, Family Connection to Peers and Community, Families as Learners, Education & Education Resources. The report concludes with a list of recommendations in light of the key finds. Ultimately, the results of this survey will be used to enhance Memphis Shelby County School's Head Start Program as well as Voluntary Pre-K Program.

Our Family and Community Partnerships

Community partners provide culturally and linguistically responsive services and helpful resources. They are available to work with the families in our program on such goals as: parents' educational advancement, economic mobility, and other aspects of family well-being. Community engagement promotes positive, enduring change for children, families, and communities in accordance with the Office of Head Start Parent, Family, and Community Engagement Framework. The program must establish ongoing collaborative relationships and partnerships with community organizations to access community services that are responsive to children and families. The program has many community partners that include the various areas of support. Ongoing network and coordination of services occur regularly to maintain between Head Start program and various community agencies.

1. Health Care Providers
2. Disability and Mental Health service providers
3. Family Preservation and support services
4. Educational and cultural institutions
5. Temporary Assistance for Needy Families
6. Nutrition assistance agencies

7. Workforce development and training programs
8. Adult education and family literacy
9. Post-Secondary education institutions
10. Financial Institutions to enhance asset building education and financial stability
11. Housing assistance agencies and providers of support for families experiencing homelessness
12. Domestic violence prevention and support providers
13. Alcohol and Drug prevention and support providers
14. Criminal Justice/Correctional Institutions retention program
15. Child Protection providers
16. Other organizations or businesses that may provide support and resources to families

School Readiness

The Office of Head Start defines school readiness as “children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.” School readiness is the state of early development that enables an individual child to engage in and benefit from early learning experiences. These early learning experiences will result in a child’s successful readiness into a social and educational environment. Our teachers and staff work diligently with children and families to promote progress toward school readiness goals.

In addition, to exposing students to a wide array of material that will expand their cognitive, behavioral, and emotional knowledge, all teachers were provided resources for the Tennessee Department of Education approved curriculum “Big Day for Pre-K” based on the TN-ELDS standards. The “Big Day for Pre-K” curriculum is based on years of research that demonstrate the importance of teacher-student interactions, access to age-appropriate complex text, and the need for social-emotional development instruction. “Big Day for Pre-K” provides a thematic and integrated approach to learning that grows in scope as children become more aware of their surroundings. The curriculum is designed to engage students in math, literacy, science, and arts in a way that inspires engagement and elevates school readiness.

Child Data Outcomes

MSCS Early Childhood Programs discontinued use of iStation and the Brigance Inventory of Development (IED) II assessment tools at the conclusion of the 2020-2021 school year. Beginning with the 2021-2022 school year, the Brigance IED III assessment tool was implemented across all MSCS Early Childhood Programs, specifically using the composite score and percentile score to assess student performance. Student performance on the Brigance IED III assessment cannot be compared to student performance on the Brigance IED II assessment as the way you measure performance differs between the assessment tools. Below are the scales used to assess Brigance IED III performance during the 2021-2022 school year.

Brigance IED III	
Composite Score	Performance
< 70	Very Weak
70-79	Weak
80-89	Below Average
90-110	Average
111-120	Above Average
121-130	Strong
> 130	Very Strong

Brigance IED III	
Percentile Score	Performance
> 89th	Tier 1
80th-89th	Tier 2
< 80th	Tier 3

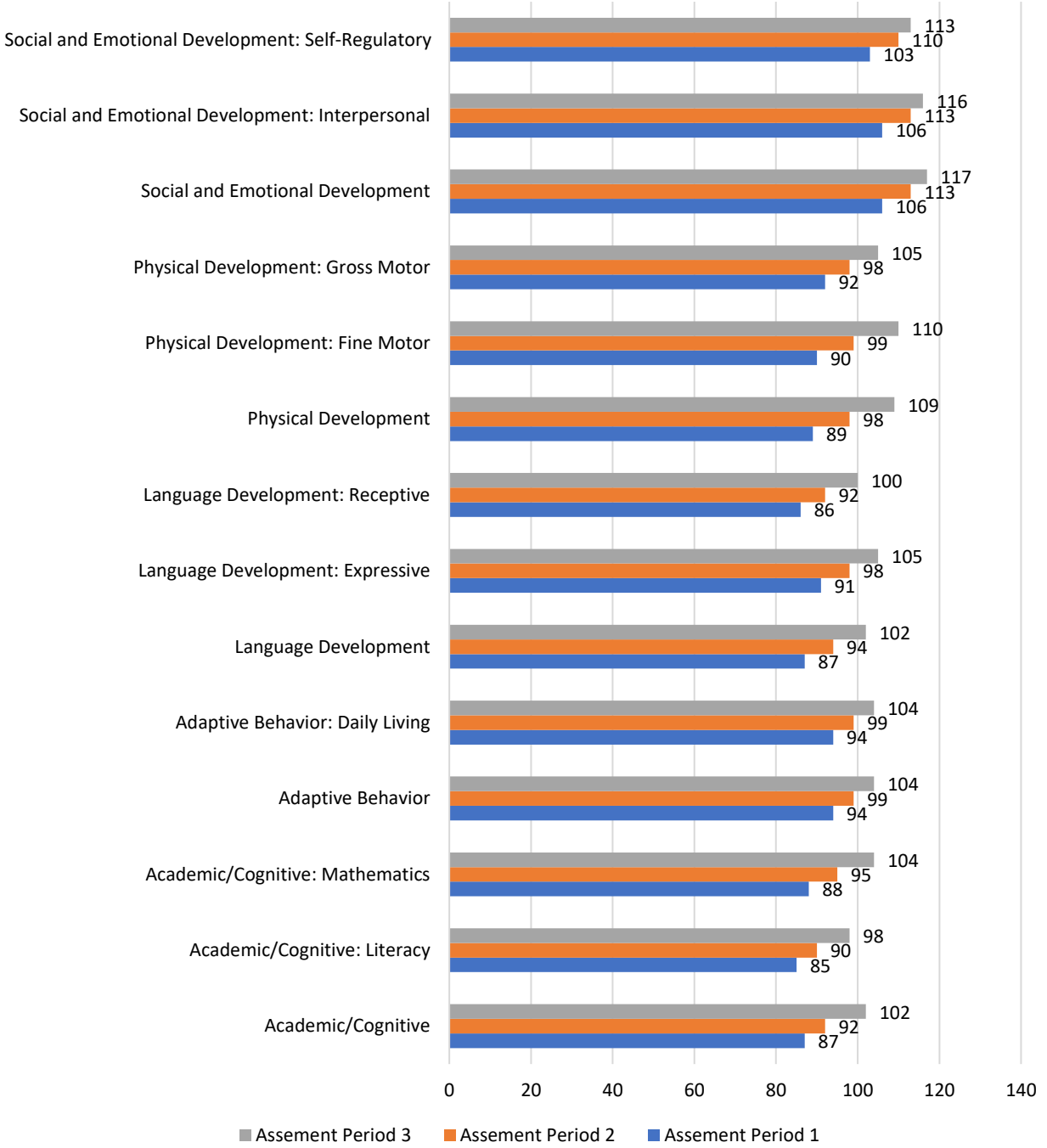
Brigance IED III Composite Score Performance

Four-year-old students saw at least a 10% (and as high as a 23%) increase in a given domain and subdomain composite score from the first assessment period to the final assessment period while 3-year-old students saw at least an 8% increase (and as high as a 17%) increase. According to the performance scale created by the developers of the Brigance IED III assessment tool, assessed MSCS Early Childhood Programs students’ performance between average and above average on the final assessment period on a given domain and subdomain.

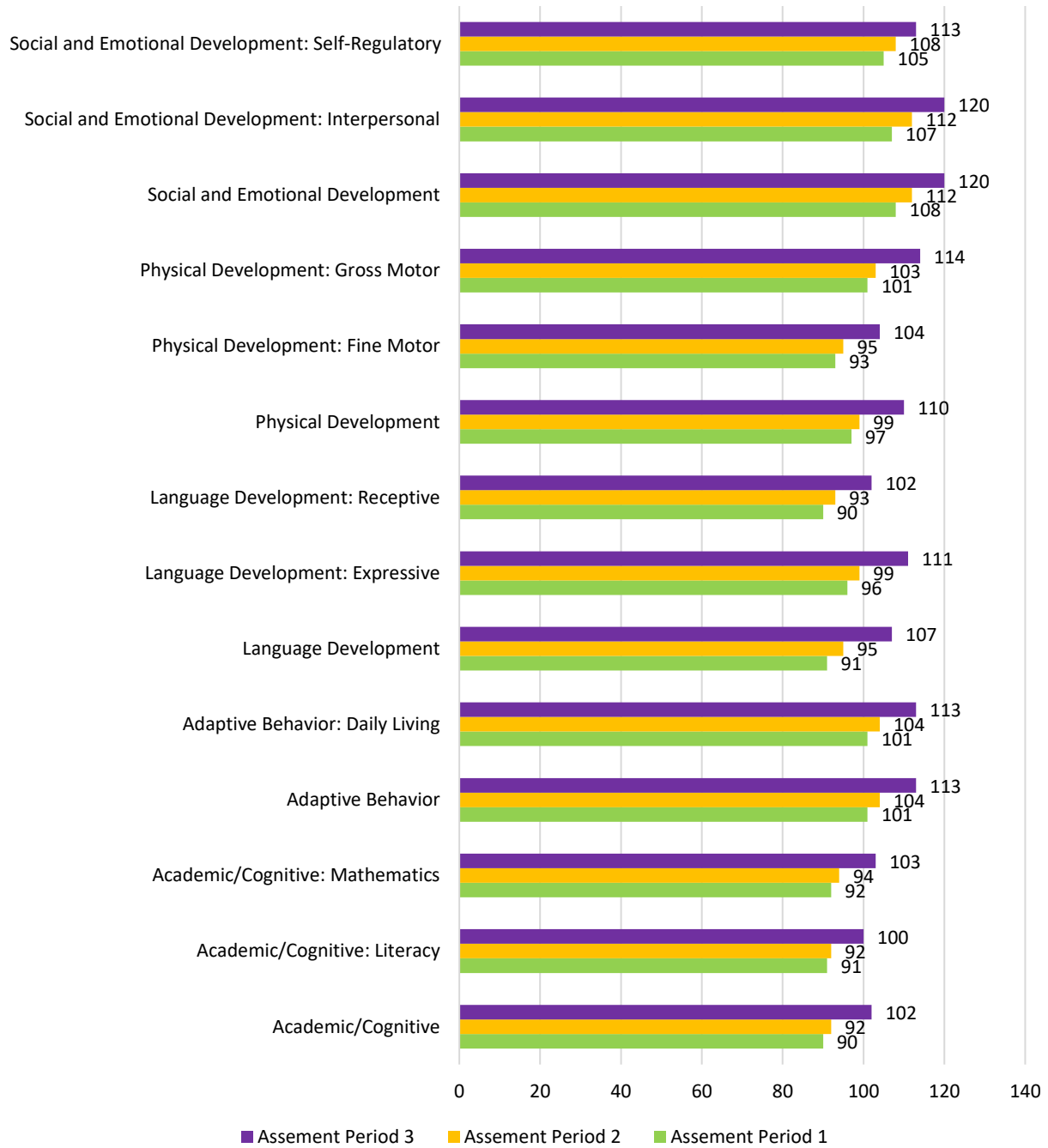
Brigance IED III Percentile Score Performance

Four-year-old students saw at least a 32% (and as high as a 117%) increase in a given domain and subdomain percentile score from the first assessment period to the final assessment period while 3-year-old students saw at least an 31% increase (and as high as an 81%) increase. The Brigance IED III assessment developers did not assign a performance scale for interpreting percentile scores as percentiles scores are inherently scaled. According to the performance scale created internally by the program, assessed MSCS Early Childhood Programs students’ performance was equivalent to Tier 3 on the final assessment period on a given domain and subdomain. Although the program did not meet its aggressive goal of “75% of Pre-K students will strengthen early literacy by demonstrating 80th Percentile proficiency on the final benchmark of Brigance IED III Academic Skills/Cognitive Development: Literacy subdomain”, looking at percent change, actual growth can be better assessed. In addition, assessed three and four-year old students scored at or above the 50th (average) percentile on the final assessment period in almost all domains and subdomains.

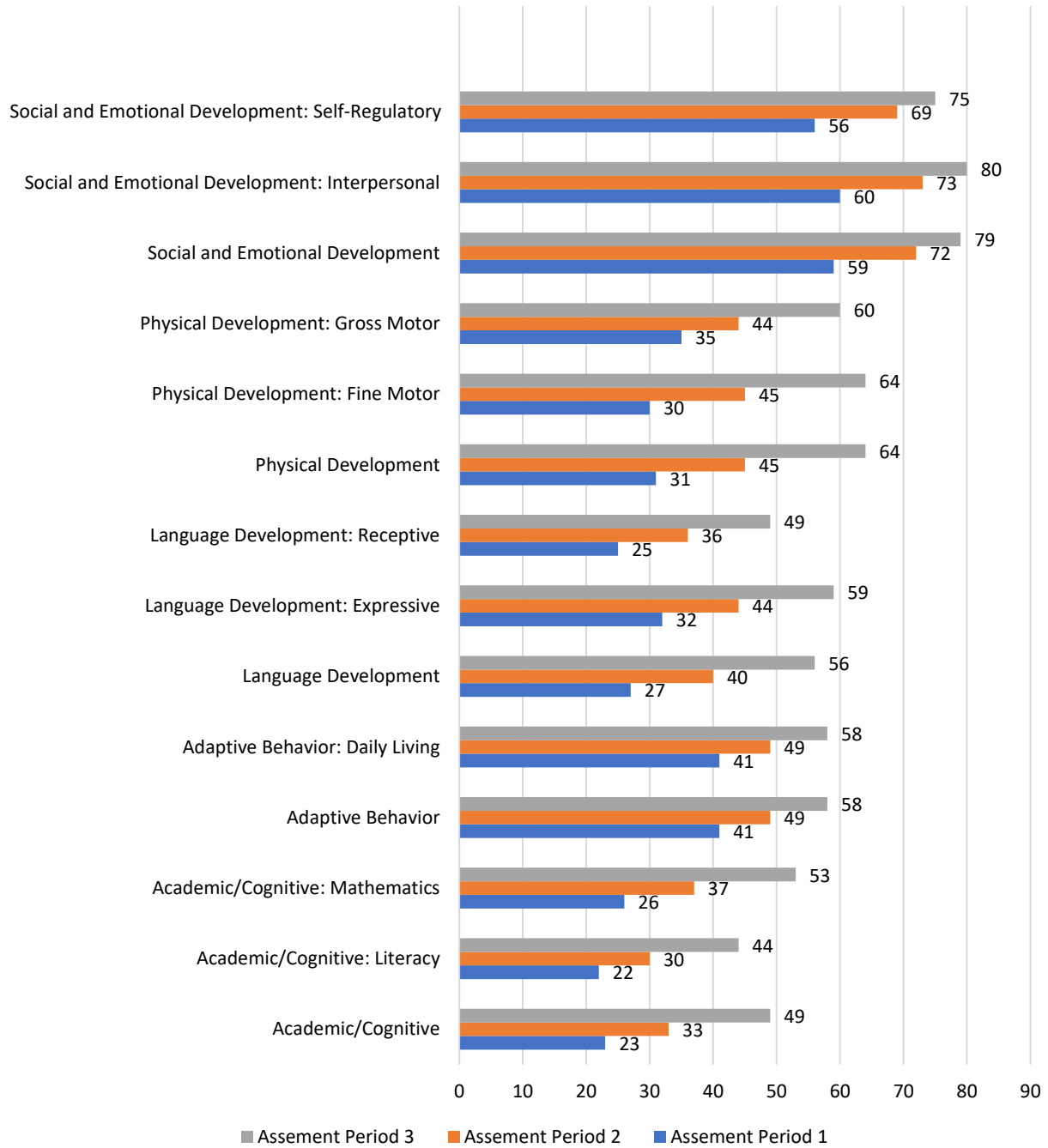
**Brigance IED III
4 Year Old Students
Composite Score by Domain & Subdomain**



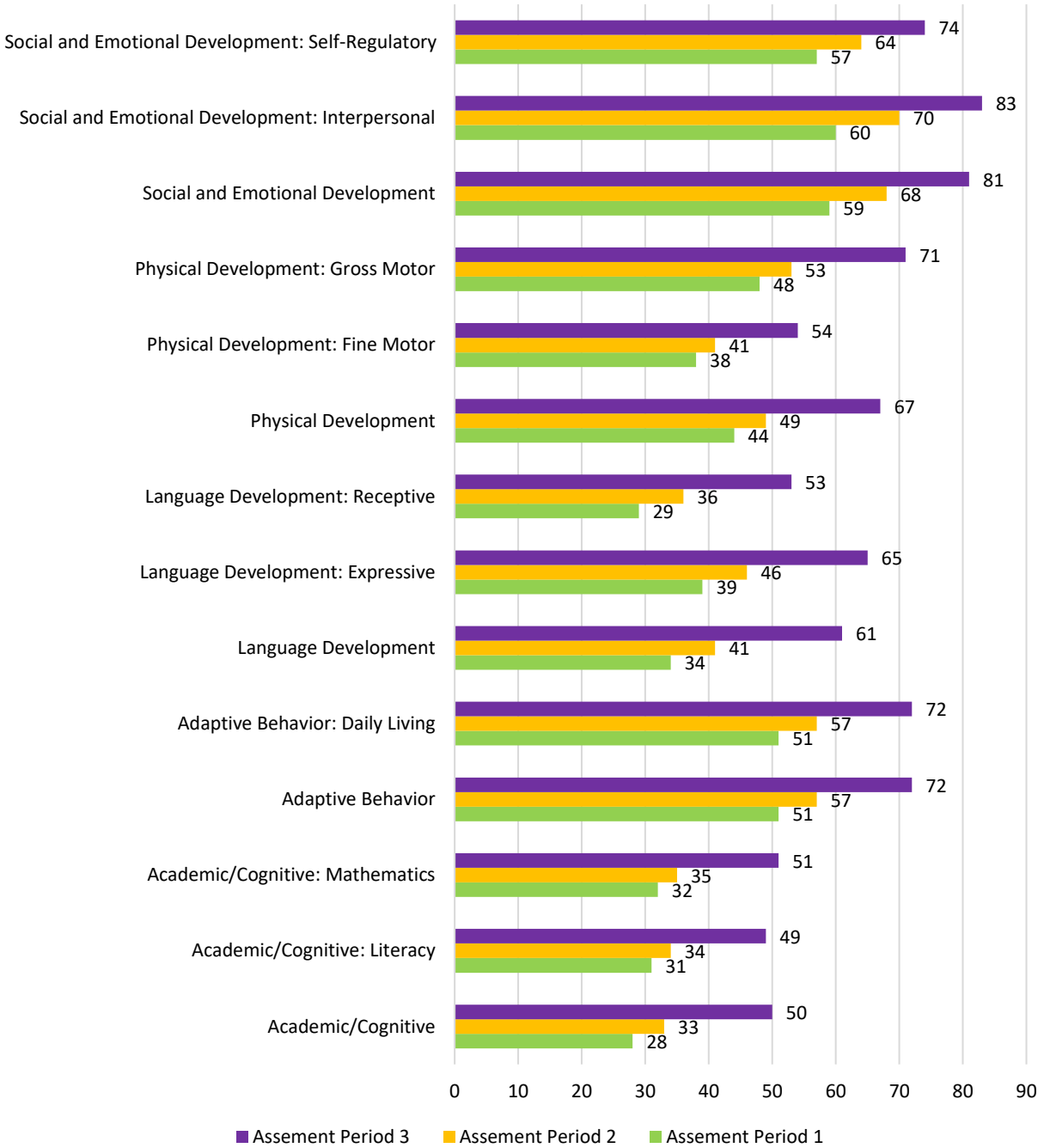
**Brigance IED III
3 Year Old Students
Composite Score by Domain & Subdomain**



Brigance IED III
4 Year Old Students
Percentile Score by Domain & Subdomain

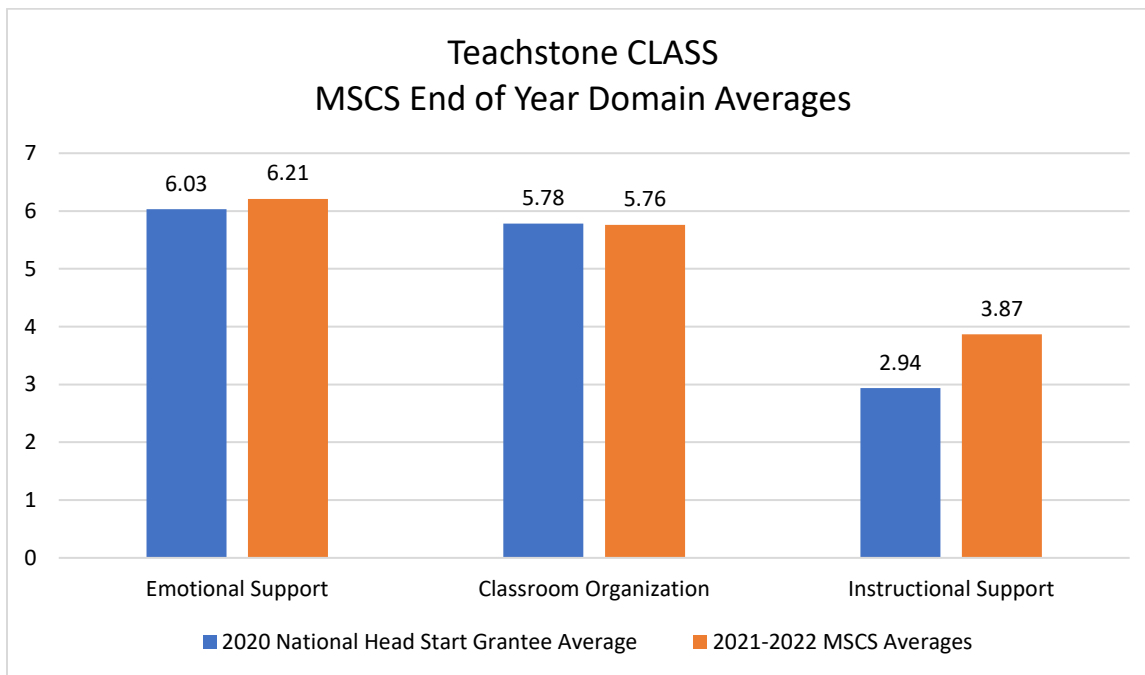


Brigance IED III
3 Year Old Students
Percentile Score by Domain & Subdomain



Teacher Data

Research has shown that quality interactions between teachers and children are critical to a child's achievement and development in all areas. The Division of Early Childhood utilizes the Classroom Assessment Scoring System (CLASS) by Teachstone to measure the quality of teacher-child interactions in the following domains: Emotional Support, Classroom Organization, and Instructional Support. MSCS Early Childhood classrooms have exceeded or maintained comparable scores to the 2020 Office of Head Start national average. Another important factor in student achievement and development is highly qualified teachers. Research shows that teacher subject-matter knowledge is greatly associated with student learning. High expectations, high standards, and highly qualified teachers are especially important to our program and student success.

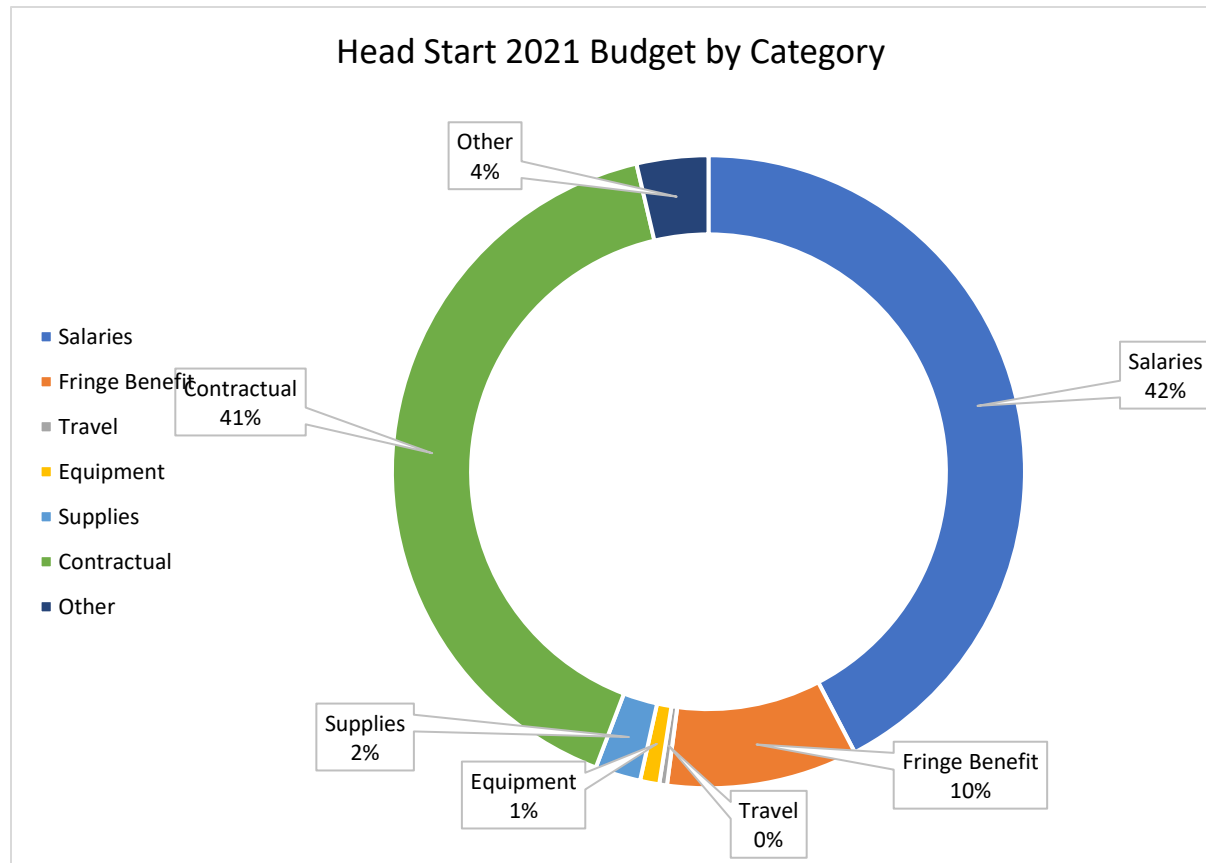


Budget, Auditors' Report, Secretary's Review

The Memphis Shelby County Schools Head Start Program has been providing services to children and families since August 2014. Our grant provides us with funding to meet the needs of over 3,200 children and families. Also included below is the Auditors' Report for the Fiscal Year ended June 30, 2021, which includes a favorable opinion on Shelby County School's adherence with accounting principles generally accepted in the United States of America.

Head Start 2021 Budget (January to December)

Class Categories	Program Operations	TTA	Total
Salaries	10,781,594.00	-	10,781,594.00
Fringe Benefit	2,481,381.00	-	2,481,381.00
Travel	100,000.00	-	100,000.00
Equipment	250,000.00	-	250,000.00
Supplies	591,166.00	-	591,166.00
Contractual	10,157,448.00	165,000.00	10,322,448.00
Construction	-	-	-
Other	812,269.00	119,142.00	931,411.00
Total Direct Cost	25,173,858.00	284,142.00	25,458,000.00
Indirect Charges	511,099.00	-	511,099.00
Totals	25,684,957.00	284,142.00	25,969,099.00





**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Chairperson and Members of the
Shelby County Board of Education
Memphis, Tennessee

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, the aggregate remaining fund information, and the budgetary comparisons of the general fund and special revenue – categorically aided fund of the Shelby County Board of Education (the Board) (a component unit of Shelby County, Tennessee) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Board's basic financial statements, and have issued our report thereon dated December 30, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Board's internal control over financial reporting (internal control) to as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control. Accordingly, we do not express an opinion on the effectiveness of the Board's internal control.

A deficiency in internal control exists when the design or operation of control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Board's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Board's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The results of our tests disclosed an other matter that is required to be reported under the State of Tennessee Department of Audit, *Audit Manual*, and which is described in the schedule of findings and questioned costs as item 2021-001. The *Audit Manual* also requires the filing of a schedule of cash shortages and thefts. The schedule includes all cash shortages and thefts which have occurred in the current and previous years, and any investigative audits being performed. The schedule contained one instance which occurred during the year ended June 30, 2021.

Shelby County Board of Education's Response to Finding

Shelby County Board of Education's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Shelby County Board of Education has also included Management's Corrective Action Plan. Shelby County Board of Education's response and Management's Corrective Action Plan were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Board's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Board's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Watkins Nilusall, PLLC *Bandy, Jolley, White & Co.*

Memphis, Tennessee
December 30, 2021



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Chairperson and Members of the
Shelby County Board of Education
Memphis, Tennessee

Report on Compliance for Each Major Federal Program

We have audited the Shelby County Board of Education's (the Board) (a component unit of Shelby County, Tennessee) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Board's major federal programs for the year ended June 30, 2021. The Board's major federal programs are identified in the summary of audit results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Board's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Board's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Board's compliance.

Opinion on Each Major Federal Program

In our opinion, the Board complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of the Board is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Board's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Board's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of our testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Watkins Wilkumall, PLLC Bandy, Jolley, White & Co.

Memphis, Tennessee
December 30, 2021



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mrs. Michelle McKissack
Shelby County Board of Education
3030 Jackson Ave
Memphis, TN 38112 - 2020

From: Responsible HHS Official

Date: 04/20/2022

Dr. Bernadine Futrell
Director, Office of Head Start

From 07/19/2021 to 01/25/2022, the Administration for Children and Families conducted a monitoring review of the Shelby County Board of Education Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during our review, the determination has been made that Shelby County Board of Education Head Start program is a grantee with at least one area of deficiency in its Head Start program.

If you anticipate that you will not be able to correct all deficiencies within the timeframe for correction specified in this report, you must submit a letter to your ACF Regional Office requesting an extension, with a justification as to why an extension is necessary. The letter requesting an extension must be submitted prior to the expiration of the original corrective action time period.

In order to allow for sufficient time to consider extension requests, we ask that you submit your request within 10 days following receipt of this report. Extension requests shall not be considered approved unless you receive such approval in writing before the deadline for correction.

The report provides you with detailed information on each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

Please contact your ACF Regional Office with any questions or concerns you may have about this report.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following recipients:
Mr. Desmond Clayton, Acting Regional Program Manager
Mrs. Divalyn Gordon, Chief Executive Officer/Executive Director
Dr. Detris Crane, Head Start Director

Glossary of Terms

Opportunity for Continuous Improvement (OCI)	An OCI is identified when the grantee is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

Performance Summary

Service Area	Grant Number(s)	Compliance Level	Applicable Standards	Timeframe for Correction
Safety Practices	04CH011116	Deficiency	1302.90(c)	30 days
Safety Practices	04CH011116	Deficiency	1302.47(a)	30 days



Monitoring and Implementing Quality Health Services

Safety Practices

The grantee does not implement a process for monitoring and maintaining healthy and safe environments.

DEF 1302.90(c)

Timeframe for Correction: 30 days

1302.90 Personnel policies. (c) Standards of conduct. (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that: (i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior; (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not: (A) Use corporal punishment; (B) Use isolation to discipline a child; (C) Bind or tie a child to restrict movement or tape a child's mouth; (D) Use or withhold food as a punishment or reward; (E) Use toilet learning/training methods that punish, demean, or humiliate a child; (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child; (G) Physically abuse a child; (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or, (I) Use physical activity or outdoor time as a punishment or reward; (iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition; (iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and, (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care. (2) Personnel policies and procedures must include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct.

The recipient did not ensure all staff did not maltreat or endanger the health and safety of program participants, including, at a minimum, that staff did not use corporal punishment or physical abuse of a child. From March 2021 through January 2022, staff members were involved in seven child maltreatment incidents that were reported to the Regional Office.

On March 3, 2021, a parent reported to a family service worker that their 4-year-old child was hit on the arm by a teacher at the Porter Leath Hanley Head Start.

On April 15, 2021, a parent informed staff that a teacher hit their 3-year-old child on the leg and buttocks at the Porter Leath Hanley Head Start.

On May 13, 2021, a 5-year-old child informed their mother that they were hit on the head with a ruler/yardstick by their teacher when they could not write the letter W at Levi Elementary School Head Start. The program stated that teachers were teaching a unit on measurements at the time. Additionally, the principal of Levi Elementary stated the teacher failed to timely report the incident per the school districts policy.

On September 14, 2021, an incident occurred at Willow Oaks Elementary School Head Start. A teacher admitted she had grabbed a 4-year-old child by the arm when the child did not follow her verbal redirection. A witness observed the teacher grab the child by the wrist, and the child appeared to be walking on his toes at a rapid pace while trying to keep up with his teacher. The Tennessee State Board of Education found the teacher had inappropriate physical contact with a child.

On October 21, 2021, an incident occurred at the Hanley Head Start. Two witnesses observed a teacher exhibiting concerning behavior, including speaking with a slurred speech, smelling of alcohol, and appearing unwell. One witness described the teacher as overly loving to children with hugs. A review of the program's incident report stated that the teacher was removed from the classroom, and medical assistance was called. The responding emergency medical technicians noted the teacher was intoxicated.

Also, on October 21, 2021, a parent complaint was submitted at the Douglass Head Start Center. A 4-year-old child told her grandmother that during the week of October 4-8, 2021, a teacher grabbed her by the arm and placed a bug on her.

On January 21, 2022, an incident occurred at the Covington Pike Head Start Center. A teaching assistant reported a teacher responded to a 4-year-old child having a meltdown on the floor by kicking the child in the chest. The teaching assistant also reported that she witnessed this same teacher shaking her fist in an intimidating manner to children who did not know the letters L, M, and N in January 2022. Additionally, on November 16, 2021, the same teacher was issued an oral reprimand by the program after a parent reported concerning aggressive interactions with their child.

The recipient did not ensure all staff did not maltreat or endanger the health and safety of program participants, including, at a minimum, that staff did not use corporal punishment or physical abuse of a child; therefore, it was not in compliance with the regulation.

DEF 1302.47(a)

Timeframe for Correction: 30 days

1302.47 Safety practices.(a) A program must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times. A program should consult Caring for our Children Basics, available at http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf, for additional information to develop and implement adequate safety policies and practices described in this part.

The recipient did not ensure it established, trained staff on, implemented, and enforced a system of health and safety practices that ensured children were kept safe at all times.

Over the period March 2021 through January 2022, staff were reported to have maltreated children while under their care. Specifically, some staff was involved in more than one incident yet were allowed to remain in their capacity as caregivers. One teacher assistant was reported to have been involved in incidents in November 2021 and again in January 2022.

From March 2021 through January 2022, seven incidents of child maltreatment were reported to the Regional Office. As more fully described under 1302.90(c) of this report, several children were alleged to have been maltreated. Maltreatment allegations include staff members hitting children on the arm, leg, head, buttocks, and wrist. Additionally, staff was found to have verbally abused children and used aggressive and inappropriate interactions.

The pattern of maltreatment incidents indicates the program lacked a system to ensure staff were knowledgeable of and demonstrated appropriate teacher-child interactions.

The recipient did not ensure it established, trained staff on, implemented, and enforced a system of health and safety practices that ensured children were kept safe at all times; therefore, it was not in compliance with the regulation.

----- End of Report -----

Program Highlights

- The Division of Early Childhood strengthened relationships within the community through community fairs targeting kindergarten transition for our students.
- Elementary schools received kindergarten transition backpacks for pre-kindergarten students to engage in summer learning activities to retain knowledge.
- Over 100+ teachers participated in after school professional development provided by the Division of Early Childhood to strengthen learning strategies and received additional tools for achieving high-quality instruction.
- The Real Men Read Program continued to promote the joy of reading to children that we serve in the Division of Early Childhood. The program also provides a male role model who reads culturally sensitive books provided by the Division of Early Childhood, about children like themselves.
- The Division of Early Childhood in its efforts to support family's experiences homelessness and other family crisis, provided various services to the Salvation Army Purdue Residential Facility such as on-site registration for early childhood services (Pre-K/Head Start). This partnership is vital to the services for families enrolled in the Pre-K/Head Start program, in addition to community outreach and support to many families in Memphis and Shelby County communities.
- During this school year the Division of Early Childhood provided family support to the Shelby County Division of Corrections for families of pre-kindergarten students. The purchase of school materials for children transitioning from Pre-K to Kindergarten, in addition to the support of supplying items for the "Family Visitation Rooms" at the facility occurred. Other services under the partnership consist of training and presentations to supplement the Fatherhood Curriculum and other skill- based initiatives.

Pre-K: Begin the Journey!

For more information on the Division of Early Childhood visit our website at www.scsk12.org/prek or call **(901)416-3450**.

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