ANNUAL REPORT
2018 – 2019

JUMPSTART
ENRICHMENT FOR
TOMORROW'S
STUDENTS

JUMPSTART ENRICHMENT FOR TOMORROW'S STUDENTS
HEAD START & EARLY HEAD START

Contents

Report Regulations

This report is prepared in accordance with 45 CFR Chapter XIII Head Start Program Performance Standards 1302.102 (d) (2).

(A) The total amount of public and private funds received and the amount from each source.

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.

(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

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

(E) The percentage of enrolled children that received medical and dental exams.

(F) Information about parent involvement activities.

(G) The agency's efforts to prepare children for kindergarten.

(H) Any other information required by the Secretary.

Mission Statement
Creating leaders of tomorrow with children of today

Vision Statement
To maintain a center of excellence that so positively affects the lives of children and their families that we can improve the future of our community

Introduction

Jumpstart Enrichment for Tomorrow's Students, Inc. located in Snyder, Texas in Scurry County, began as Snyder Child Day Care Center in 1971 to care for the children of parents that were working or attending school. Jumpstart Enrichment for Tomorrow's Students (JETS) is one agency that houses three programs; Head Start, Early Head Start, & Child Care. The Head Start (HS) program began in 1991 and the Early Head Start (EHS) program began in 2001. They are both federally funded programs that serve pregnant mothers and children birth – 5 years old within Scurry County. Eligibility is based on income guidelines according to the federal poverty level guidelines.

Jumpstart Enrichment for Tomorrow's Students, Inc. has successfully provided quality comprehensive services to children and families that promote health and wellness, social services for families and support school readiness. Services include education, family engagement, social services, health, mental health, nutritional, and oral health needs.

We support learning through play, creative expression and guided activities. We promote language and literacy development, as well as early math and science concepts to establish a strong foundation for early learning and developing positive attitudes toward learning.
We use a high-quality, research-based curriculum that has measurable progress toward children's development. The content and learning outcomes of the curriculum align with the Head Start Early Learning Outcomes Framework and Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and TEA Pre-K guidelines.
We provide social services to help families find assistance in challenging times and help families identify, set and reach goals around employment, parenting and family well-being. Also, we use a research based partnering curriculum, Love & Logic, for parents to build on their parenting skills.
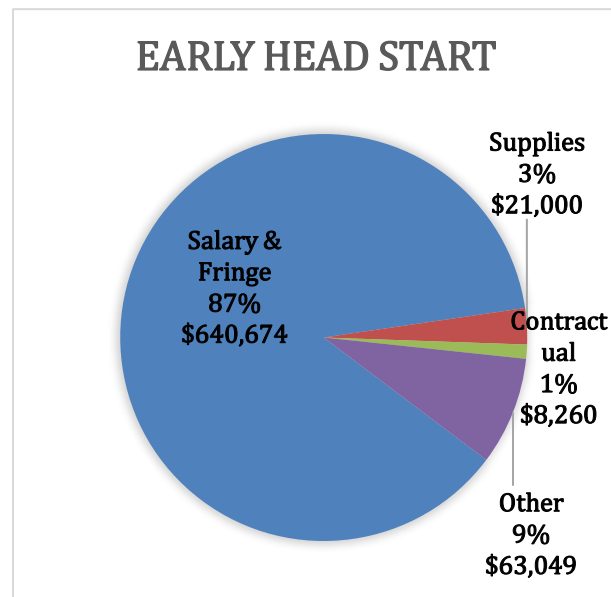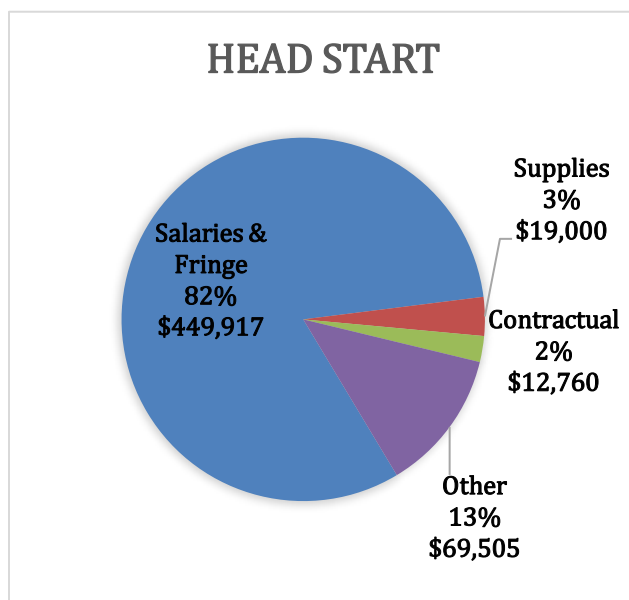
We promote health and wellness by providing physical development both indoors and outdoors. We serve a well-balanced breakfast, lunch and snack to support healthy nutrition, work with our families to establish positive attendance habits, and ensure medical, dental, hearing, vision and behavioral screenings are conducted on all children.
All our services are geared towards preparing the children and their families to be ready to enter school.

Funding Sources

May 2018 – April 2019 Fiscal Year:			
Program year August 1, 2018 – July 31, 2019q			
	Head Start	Early Head Start	Total
Public OHS Federal Funding	551,182	732,983	1,284,165
Non-Federal Share	137,796	183,245	321,041
Non- Federal Share matched	77,677	74,820	152,497
Non-Federal Share waiver requested	60,119	108,425	168,544

Budget Expenditures

HEAD START

Salaries & Fringe 82% $449,917
Supplies 3% $19,000
Contractual 2% $12,760
Other 13% $69,505

EARLY HEAD START

Salary & Fringe 87% $640,674
Supplies 3% $21,000
Contractual 1% $8,260
Other 9% $63,049
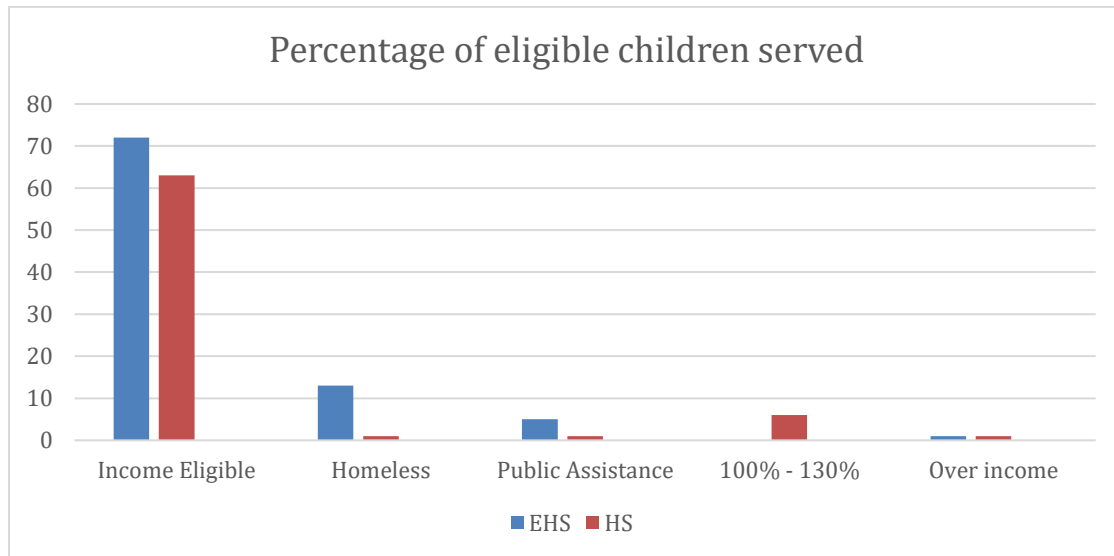
Enrollment Demographics

JETS Head Start is funded to serve 60 children and JETS Early Head Start is funded to serve 64 pregnant women and children.

- 2018 – 2019 cumulative enrollment for HS was 74 children and EHS was 95; 78 children, 17 pregnant women.
- The average monthly enrollment for HS was 96% and EHS was 100%.
- The percentage of eligible children is depicted in the charts below.

Percentage of eligible children served

Category	EHS	HS
Income Eligible	72	63
Homeless	13	1
Public Assistance	5	1
100% - 130%		6
Over income	1	1

Monitoring Review

On January 15, 2019, the Office of Head Start reported that *"the Administration for Children and families (ACF) conducted a monitoring review of the* Jumpstart Enrichment for Tomorrow's Students *Head Start and Early Head Start programs to determine whether the previously identified findings had been corrected."*

"Based on the information gathered during our review, we have closed the previous identified findings. Accordingly, no corrective action is required at this time.

On July 9, 2018, the Office of Head Start reported that *" From February 12-15, 2018, the Administration for Children and families (ACF) conducted a Focus Area Two Monitoring Review of the* JETS *Head Start and Early Head Start programs… Based on the information gathered during the review, your Head Start program was found to need improvement in one or more areas. This report provides you with detailed information in each area where program performance did not meet one or more applicable Head Start Program Performance standards, laws, regulations and policy requirements and the required timeframes for corrective action."*

- JETS was found to have a non-compliance in the following area:
  - Financial Management: Internal Controls (75.303(d) & Budget management 75.403(g).
- Jets developed a corrective action plan and is waiting on the completion of the desk review to determine compliance.

In addition, the Office of Head Start conducted onsite observations in our preschool classrooms using the Pre-K Classroom Assessment Scoring System (CLASS), from February 12 – 13, 2018. The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. The following are our results from this review.

Domain	Score	Domain	Score	Domain	Score
Emotional Support	6.3438	Classroom Organization	5.8333	Instructional Support	2.375
Dimensions					
Positive Climate	6.25	Behavior Management	6.00	Concept Development	2.25
Negative Climate	1.00	Productivity	5.88	Quality of Feedback	2.38
Teacher Sensitivity	6.25	Instinctual Learning Format	5.63	Language Modeling	2.50
Regard for Student Perspectives	5.88	Note: A low score in Negative climate is desired because a high score would indicate a high level of negative teacher child interactions. A			

- Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.
- Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

Annual Financial Audit

An annual fiscal audit is conducted by a qualified auditor. JETS 2018 audit was found to in compliance with the requirements and applicable accounting practices pertaining to federal programs for Fiscal year 2018.

Health Services

The percentages of enrolled children that received medical exams:
- HS = 78%
- EHS = 99%

The percentages of enrolled children that received dental exams:
- HS = 99%
- EHS = 87%

Family Engagement

JETS recognizes parents as partners in the development and education of their children and encourages parents to engage in their child's education. Parents are encouraged to volunteer in the classrooms, attend parent committee meetings, serve on Policy Council and contribute to the program's curriculum. Learning environments are open to parents during program hours and teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, development and behavior. Teachers hold 2 home visits and 2 teacher parent conferences throughout the year for each family that enhances the knowledge and understanding of their child education and developmental progress. Family partnership agreements are also developed with each parent to establish family goals and our program supports parents regarding these goals. We also link parents to community resources and service providers when needed and conducted activities that parents are encouraged to attend.

Some of the parent engagement events are:
- ★ Monthly parent engagement activities
- ★ Literacy events
- ★ Read with Me Program
- ★ Holiday activities
- ★ Take Home School Readiness activities

Agency efforts to prepare children for school

JETS creates learning environments that prepare the children for kindergarten. We have established a birth to 5 years old school readiness approach and have created goals that are aligned with the Head Start Early Learning Outcomes Framework, The Texas Pre-K Essential Knowledge Skills and our chosen curriculum & assessment. Jets Head Start and Early Head Start uses Creative Curriculum and Conscious Discipline Curriculum. We use Teaching Strategies Gold for observations, scoring, goal setting, planning and family involvement activities. We use Child Plus for administrative purposes.

Outside consultant, Lori Butler conducted onsite observations in our preschool classrooms using the Pre-K Classroom Assessment Scoring System (CLASS), March 28, 2019. As with the Federal Review, The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. The following are our results from this review.

Domain	Score	Domain	Score	Domain	Score
Emotional Support	6.69	Classroom Organization	5.59	Instructional Support	2.65
Dimensions					
Positive Climate	6.69	Behavior Management	5.82	Concept Development	2.5
Negative Climate	1.00	Productivity	5.69	Quality of Feedback	2.94
Teacher Sensitivity	5.83	Instinctual Learning Format	5.25	Language Modeling	2.5
Regard for Student Perspectives	5.59	Note: A low score in Negative climate is desired because a high score would indicate a high level of negative teacher child interactions. A			

Summary results indicate increased scores in Emotional Support and Classroom Organization with a 1/10 of a point decrease on Instructional Support. Primary indicators for the decrease were in Concept Development and Quality Feedback with no change in Language Modeling.

School Readiness Information and Data

Early Head Start
In the fall of 2018/2019 school year, most Early Head Start students fell below Widely Held Expectations, according to Teaching Strategies Gold Data. The spring data scores revealed little progress. Through monitoring and teacher feedback it was discovered most teachers needed training in specific areas of understanding the child assessment and scoring with fidelity. The data reviewed informed planning for 2019/2020 professional development.

Head Start
In the fall of 2018/2019 school year, approximately 25-60% of the Head Start students fell below Widely Held Expectations, according to Teaching Strategies Gold Data. Spring outcomes indicated an increase in outcomes with between 10-20% falling below and most children making positive progress across all domains. Data from child outcomes indicate areas in Language and Literacy to be the weakest scores, while the strongest outcomes were in Emotional Support. Fidelity in the assessment tool and documentation has been identified as a concern. The data has informed professional development and specific coaching needs.