

*Metropolitan Children and Youth, Inc.*

# *Renaissance Head Start*

## *Annual Report*

*November 1, 2017 – October 31, 2018*



### **“Changing the World, One Child at A Time”**

#### Mission Statement

By creating an educational environment of excellence, creativity and independent thinking, Renaissance Head Start provides children and families “A NEW BEGINNING FOR A BRIGHTER TOMORROW.”

Paula Banks, Executive Director

13110 Fourteenth Street

Detroit, Michigan 48238

Phone: 313-867-0500/Fax: 313-867-5112

**[www.renheadstart.org](http://www.renheadstart.org)**

This report is prepared to comply with the Head Start Reauthorization Act of 2007, Administrative Requirements and Standards Sec. 644 {42 U.S.C. 9839 (a)(2)}.

## Message from the Executive Director

Parents, Friends, and Stakeholders,

Renaissance Head Start is a federal and state funded program that serves low-income families with children ages 3 years old to 5 years old.

The Renaissance Head Start Program operates eighteen classrooms in five centers located within the City of Detroit; servicing a total of 286 children and families. The classrooms enjoy extended hours and are operational for eight hours per day. The utilization of state funding has allowed Renaissance to maintain a Great Start Readiness Program (GSRP). The Great Start Readiness Program is Michigan's state-funded preschool program for 4-year-old children with factors which may place them at risk of educational failure. Two classrooms enabled 32 children and families to receive services.

At Renaissance, there are approximately seventy staff members that support our goals and objectives. Dedicated, caring, highly skilled staff, combined with professional development opportunities, help to ensure the program's ability to meet the needs of the children and families and to deliver quality early childhood education while providing a comprehensive service delivery model.

This service delivery model includes many supportive services including, health and wellness, disability services, nutrition, social services, and an extensive educational content area. Renaissance is committed to addressing the needs of our children and families. Center level staff, senior staff, and executive staff work together to assess and address issues, problem solve and bridge any service delivery gaps that exist. We help our families navigate through what can often be a confusing human services system through the use of resources, partnerships, and collaborations.

Looking back on the year and forward to the future, includes a Professional Development Initiative, increased resources for parents, technological advancements, diversified funding and an unchanged vision with an expanded mission! We are excited and dedicated to "Changing the World, One Child at a Time".

Thank you for your support and dedication to the Renaissance Head Start Program.

*Paula Banks,*  
Executive Director

# Program Overview

Renaissance Head Start (R.H.S.) is a federally funded Child Development Program serving 286 children.

Renaissance Head Start is a comprehensive program that provides meaningful opportunities for both children and parents. Parents receive family development services in addition to early childhood programming for their children. R. H. S. operates on a nine-month school year with a summer recess. All of Renaissance Head Start Centers are extended day from 8:00 a.m. to 4:00 p.m. Monday through Thursday.



For the duration of the 2017-2018 program year, Renaissance served a total of 329 children and families (including those that withdrew from the program). Our children and families received a quality early childhood education, training, activities, resources, and services that focus on creating a strong and stable family environment.

At Renaissance Head Start we believe that play is integral to the development of young children. In a child's early years, they discover the world around them by experimenting, exploring and using all their senses to gain knowledge of self and to satisfy their curious minds. Renaissance Head Start promotes school readiness through learning opportunities in the areas of social/emotional development; problem-solving skills; physical health/development; logic/reasoning skills and language development.

Head Start services are provided in a preschool classroom setting by teachers who are trained in early childhood education. R. H. S. teachers plan activities to encourage growth and development in children. Each classroom is divided into learning areas which provide direct, hands-on experiences that help children learn. The learning areas include blocks, dramatic play, toys and games, art, library, science, sensory, music and movement, and computers. Classroom activities and materials support the development of children's emerging language, literacy, math, and science skills, and enhance reasoning, problem-solving, and decision-making skills.

Renaissance Head Start selected curriculum is High Scope. High Scope assists classroom teachers in planning and implementing a developmental, linguistic, and culturally appropriate program for all children. They also learn healthy habits and good attitudes which contributes to a positive sense of self.

Renaissance identifies each child's individual interests, strengths, and needs through the program's observation and assessment process. The assessment process considers the child's temperament, language, and cultural background. In addition to observations and assessments, screenings are completed for all children within their first 45 days in the classroom. These include developmental, social/emotional, hearing, vision, and speech screenings. Parental engagement, screening results, observations, and assessments are used to individualize instructions.

## **Parent, Family, and Community Engagement**

No element is as critical to a child's success as parent involvement. We believe parents are a child's most important teachers. Head Start parents are encouraged to participate in the classroom, assist with setting educational goals, as well as read and engage in educational activities with their child at home. Parents are taught the stages of a child's development and what they can do to nurture development at each stage.

Through the Policy Council and Parent Committee Meetings, parents are involved in decision-making activities assisting the teachers and the Head Start Management Team in the overall operations of Renaissance Head Start. Parent Committees give all parents the opportunity to be involved in their child's education.

Meetings are held regularly, which help parents work together to solve various issues. These meetings give parents the confidence to support their children while facing the many challenges they will encounter during childhood.

Policy Council takes this idea to another level. Composed of elected parents and selected community representatives, this group meets monthly with RHS Management Staff to assist with program planning, decision making and to offer their insights into the future of the program.

Parent/Family Engagement is the key ingredient to the success of Head Start children and their families in meeting many of their goals. Participation includes volunteering in the classrooms, actively participating in home visits, making decisions regarding budgets, curriculum planning, staff hiring, training and other aspects of Head Start.

Family engagement means building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike. It refers to the beliefs, attitudes, behaviors, and activities of families that support their children's positive development from early childhood through young adulthood. Family engagement happens in the home, early childhood program, school, and community. It is a shared responsibility with all those who support children's learning.

An essential part of Renaissance Head Start is the engagement of parents, families, and community in every aspect of the program. Parents are recognized as the primary educators of their children.

Parents are urged to participate in the classroom, attend workshops and monthly meetings and to become decision makers about the overall program.

Parent Education Workshop Series is provided by Renaissance staff and the staff from other Human Services Agencies.

### **Health/Nutrition Service**

Children are provided with comprehensive medical, dental, mental health, and nutritional services, including meals/snacks each day. Head Start children and families are referred for additional community resources and services as needed.

### **Family Assistance**

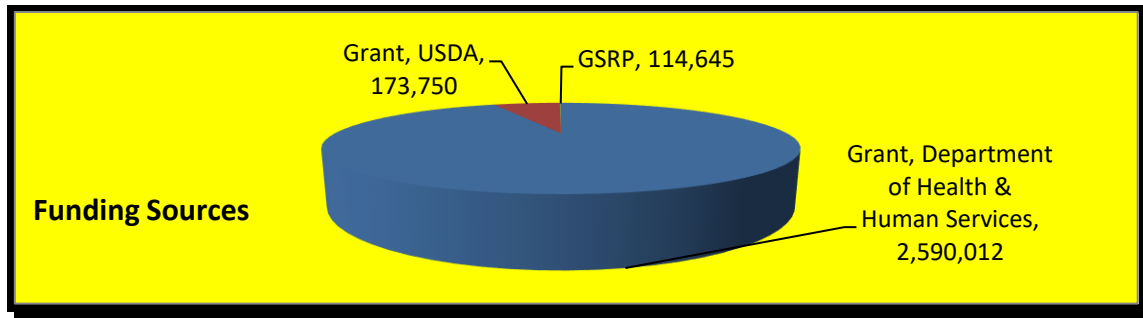
Families are provided with social service assistance to set goals, receive information and referrals to meet their individual needs. Parents receive information regarding the emotional, social, health, nutritional, and psychological needs of their children and educational/literacy activities that can be utilized at home.

### **Services/Number of Families that Utilized Services:**

- |                                    |   |                                |
|------------------------------------|---|--------------------------------|
| • Emergency/Crisis Intervention 19 | • Health Education 56                       | • Domestic Violence Services 1 |
| • Housing Assistance 2             | • Job Training 3                            | • Parenting Education 64       |
| • Mental Health Services 0         | • Substance Abuse Prevention or Treatment 0 | • Relationship Education 2     |
| • English as a Second Language 2   | • Child abuse and neglect services 0        | • WIC Participation 80         |
| • Adult Education 2                |   |                                |

**A. Public and Private Funds Received**

Head Start funds are received from the U.S. Department of Health and Human Services, Administration for Children and Families, Child and Adult Care Food Program (CACFP-U.S. Department of Agriculture) and the Great Start Readiness Program.



**B. Budgetary Expenditures FY 2017/2018**

Renaissance Head Start is a non-profit 501(c)(3) Exempt Organization. Tellis and Company, P.L.L.C. completed the audit for the Fiscal Year 2017-2018. The audit was conducted in accordance with Government Auditing Standards and the provisions of the Office of Management and Budget, the (OMB) Circular A-133 for Nonprofit Organizations. Copies of the audits and financial statements are available from our Administrative Office.

**November 1, 2017 – October 31, 2018**

**Statement of Activities**

**Expenses**

<b>PUBLIC SUPPORT AND REVENUE:</b>			
		Salaries & Wages	\$1,439,394
Public Support-		Fringe Benefits	395,985
DHHS	\$2,590,012	Staff Travel	6,445
In-Kind Contributions	650,208	License	910
Great Start Readiness Program (GSRP)	114,515	Insurance	3,547
Child and Adult Care Food Program	173,750	Supplies	134,212
		Occupancy	163,522
Total Public Support	3,528,485	Parent Component	17,904
		Contractual	21,471
Revenue-		Telephone	39,164
Other Revenue	8,670	Maintenance	48,062
		Education and Training	31,946
Total Public Support and Revenue	3,537,155	Printing and Subscriptions	5,428
		In-Kind Services	325,249
<b>EXPENSES:</b>		In-Kind Space	192,632
Program Services -		In-Kind Other	132,326
Head Start Program	2,958,197	Depreciation	6,292
Food Service Program	130,782		
Great Start Reading Program (GSRP)	114,645		
Supporting Services -			
Management and General	369,826		
			\$2,958,197
Total Expenses	3,573,450		
Change in Net Assets	(36,295)		
<b>NET ASSETS, Beginning of Year</b>	20,721		
<b>NET ASSETS, End of Year</b>	\$ (15,574)		

### **C. Services to Families**

In the 2017/2018 school year, Renaissance Head Start provided services for 329 children and 314 families. The average monthly enrollment was 286. The funded monthly enrollment was 286. Children served (310) were all income eligible. Seventeen (17) were homeless.

<b>Children by age</b>	<b># of children</b>	<b>% of children</b>
3 years old	205	62.5%
4 years old	124	37.5%
5 years old	0	

### **Enrollment by Ethnicity**

	<b># of children</b>	<b>% of total children</b>
Hispanic or Latino origin	2	.50%
Non-Hispanic or Non-Latino origin	327	99.5%

### **Enrollment by Race**

	<b># of children</b>	<b>% of total children</b>
Black or African American	306	93%
White	19	5.7%
Multi/Bi Racial	4	1.3%

### **Enrollment by Primary Language**

	<b># of children</b>	<b>% of total children</b>
English	306	93%
Spanish	1	.28%
Middle Eastern & South Asian Languages	22	6.72%

### **D. Accountability - Quality Assurance and External Reviews**

There were no reviews conducted during 2017/2018.

## **Great Start to Quality**

[greatstarttoquality.org](http://greatstarttoquality.org)

Great Start to Quality is Michigan's tiered quality rating and improvement system that makes it easy for families to identify quality child care and preschools, helping them to get the best for their child.

Great Start to Quality helps parents find the best early learning settings for their children and helps providers and educators improve the care they give to children.

## **4 STARS CENTERS**



**FORD MEMORIAL**— Valid until April 5, 2020 \*\*\*\*\* **NEW BEGINNING** -- Valid until March 26, 2020  
**SECOND GRACE** -- Valid until May 5, 2021 \*\*\*\*\* **UNITY** -- Valid until April 8, 2021

### **WHAT THE STARS MEAN:**

- 5 Stars Program demonstrates the highest quality
- 4 Stars Program demonstrates quality across almost all standards
- 3 Stars Program demonstrates quality across several standards.
- 2 Stars Program demonstrates quality across some standards.
- 1 Stars Program meets state licensing requirement and is participating in Great Start to Quality.

Renaissance Head Start has three (3) staff persons (Education Program Manager and two (2) Center Directors) that are Certified Pre-K CLASS Observer.

**Independent Audit**

An annual independent audit is conducted in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Award. The Independent Audit is conducted by Tellis and Company, P.S.S.C.

**E. Service Measures - Medical, Dental and Nutrition Services**

Good Health and Nutrition are two top focal areas among many emphasized for children enrolled in Renaissance Head Start. As required, all children enrolled have timely physical and dental examinations as well as basic health screenings, inclusive of hearing, vision, health, and nutrition; with follow-up referral, as warranted from outside service providers.

Renaissance is fortunate to have on its HNSAC (Health/Nutrition Services Advisory Committee) physicians, dentists and health coordinators who provide services to families (at their facilities) at low or no cost. A partnership was developed in 2006 with the Joy-Southfield Health and Education Center, which provides all health perimeters for children free of charge.

Community resources are available to parents; for access to health care for children and families. The program has scheduled Smile Programs the Mobile Dentist Dental Program to assist in the determination of an ongoing source of care. In addition, a partnership with VSP “Sight for Students” provides certificates for eye exams and free glasses. Services are available to children up to 19 years of age who are still enrolled in school.

Each of Renaissance Head Start’s health partnerships provides their services, resources, educational information, recommendations and referrals (when indicated).



	<b># of children</b>	<b>% of children</b>
<b>HEALTH INSURANCE:</b>		
Children with health insurance	287	87.2%
a. Number enrolled in Medicaid and/or CHIP	267	81.2%
b. Number enrolled in state-only funded insurance	0	0
c. Number with private health insurance	20	6%
d. Number with other health insurance not listed, for example, Military Health	0	0
d. Number of children with no health insurance	3	1%

**287** children had a completed medical examination

Complete medical exams include all of the following elements: physical exam, up-to-date immunizations, hearing and vision screening, height and weight measurements, and hemoglobin and lead screening.

Children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age at the End of Enrollment year: **305 = 93%**

Children who have been determined by health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age: **24 = 7%**

The number of children diagnosed as needing medical treatment: **7 = 2%**

The number of children who received or are receiving medical treatment: **7 = 100%**

**Dental:**

Completed dental examination: **312 = 95%**

The children examined, the number who received preventive dental care: **310 = 94%**

The number of children diagnosed as needing dental treatment: **9 = 3%**

The number of children who received treatment: **7 = 78%**

\* Smile Programs the Mobile Dentist completed six-month follow-up examinations.



**Nutrition**

Upon enrollment, each child receives a complete nutrition evaluation to assess the child's dietary needs. Each parent receives a manual on "Tips for using the Food Guide Pyramid for Young Children 2-6 Years Old". Renaissance provides one to two-thirds of the child's recommended daily allowances by providing breakfast, lunch, and snack. Special consideration is given to each child's dietary needs. Renaissance Head Start also meets the dietary requirements of our Middle Eastern population who require Halal Meats. Nutrition training is provided to parents and staff in selecting healthy foods, preparing nutritious meals, budgeting and shopping.

**I am Moving I am Learning:**

I am Moving I am Learning is a proactive approach that addresses childhood obesity in our Head Start classrooms. This approach is designed to improve the quality and quantity of exercise performed by our children incorporating it in their daily classroom routines through dance, music, large motor activities along with healthy choices of foods.

**F. Parent Engagement Activities**

Renaissance Head Start is designed to strengthen families and engage parents in all areas of their children's development and to become advocates for their children. To make this happen, parents and caregivers are involved extensively in the program's governance activities. The staff promotes and fosters parent involvement as families participate in classroom experiences, home visits, center conferences, and monthly parent meetings.



The 2017-2018 school year parent involvement activities included:

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| Classroom volunteers              | Home Visits (2)                   |
| Center Conferences (2)            | Monthly Male Involvement Meetings |
| Field trips                       | Food Safety/Sanitation Training   |
| Monthly Center Committee Meetings |                                   |
| Monthly Policy Council Meetings   |                                   |

**G. Efforts to Prepare Children for Kindergarten**

Renaissance Head Start Educational Task Force Committee Recommended Kindergarten/School Readiness Indicators



In accordance with the Office of Head Start Early Learning Outcomes Framework and the element of our ongoing assessment of the progress and accomplishments of children, Renaissance Head Start established goals for students to obtain through; individualization, group instructions, and daily experiences. These indicators are the building blocks for school success in which children demonstrate their progress and growth in all areas of development.



## **DOMAINS AND INDICATORS**

### **1. Physical Development and Health**

Understands movement concepts; how the body moves, control of the body, and that the body can move independently or in coordination with other objects.

- a) Child gets sufficient rest, sleep and exercise to support healthy development.
- b) Child completes personal care tasks, such as dressing, brushing teeth, toileting and washing hands independently from adults.
- c) Child participates in structured and unstructured physical activities.
- d) Child is able to choose healthy foods.
- e) Children will know the importance of a doctor/dentist visit.
- f) Children will master hand coordination skills such as holding a pencil, utensils, zipping, stringing, snapping, and using scissors and other objects.
- g) Children will gallop, jump, throw, catch, climb, ride tricycles, hit a moving object and move to a steady beat.

### **2. Social & Emotional Development**

Establish secure relationships with peers and adults and the ability to express their own needs and wants.

- a) Establishes secure relationships with adults, develops friendships and cooperates with others.
- b) Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.
- c) Children will express an emotion thru play, art, work or verbally.

### **3. Approaches to Learning**

Plan, initiate and maintain interest in a learning activity or project until completed.

- a) Create artistic work (creativity and imagination) that reflects thoughts, feelings, experiences or knowledge including musical activities.
- b) Children will draw and create representations of their imagination
- c) Children will engage in role play and act out ideas.

### **4. Cognitive and General Knowledge**

Children will be able to use logic and reasoning to problem solve, acquire math, science, and social study skills.

- a) Use past knowledge to build new knowledge.
- b) Classifies, compares and contrasts objects, events and experiences.
- c) Rote count one to thirty and be able to count one to one association to number ten.
- d) Uses a range of strategies such as counting, subsidizing or matching to compare quantities.
- e) Recognize common shapes and colors.
- f) Investigates to make predictions and draw conclusions.
- g) Observes, describes and discusses living and non-living things and natural processed.
- h) Understands one's relationship to the family and community with respect for diversity.
- i) Recognizes that people share the environment with other people, animals, and plants.

### **5. Language and Literacy**

Understand verbal and nonverbal communications and responds appropriately to engage in complex language skills.

- a) Retells stories or information from books through conversation, artistic works, creative movement or drama.
- b) Identify ten alphabets and letter sound.
- c) Recognize words as a unit of print and understands that letters are grouped to form words.
- d) English Language Development
  - i). Understand the meaning of English words.
  - ii). Uses English words and constructs sentences.
  - iii). Engage in conversation in English related to stories, events, and personal experiences.

## **Curriculum:**

High Scope

## **Instruments used for Developmental Screening:**

Brigrance Inventory of Early Development is used to screen all children.

The Education Service Area creates a classroom environment which is developmentally appropriate. A safe and healthy atmosphere helps to build positive self-esteem in children.

Efforts to prepare children for kindergarten begin as soon as a child is enrolled in one of our Head Start centers. The center staff, along with the parents, reviews the child's health and nutrition history, as well as completes the required developmental screening within the first 45 days of enrollment.

Renaissance Head Start promotes the young child's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development and approaches to learning. Each child's skills and knowledge are assessed to ensure that the educational instruction and school readiness of children are supported.

## **Child Assessments**

Renaissance Head Start utilizes the High Scope electronic COR (Child Observation Record) Assessment Tool in the Fall, Winter, and Spring.

At the end of each observation period, the teaching staff completes the Assessment Summary Report and shares the information with the parents and guardian during home visits or parent conferences.

The teaching staff, along with the parents, develop an Individual Service Plan for each child that will facilitate plans for individualization to support and encourage the development of skills that will prepare the child to enter kindergarten.

Number of children who completed routine screenings for developmental, sensory, and behavioral concerns	<b>286</b>
a. Of these, the number who were determined eligible to receive special education and related services:	
1. Prior to enrollment into the program for this enrollment year	<b>3</b>
2. During this enrollment year	<b>3</b>

Children participate in a variety of learning activities and are introduced to the concept of words and numbers to further their intellectual growth.

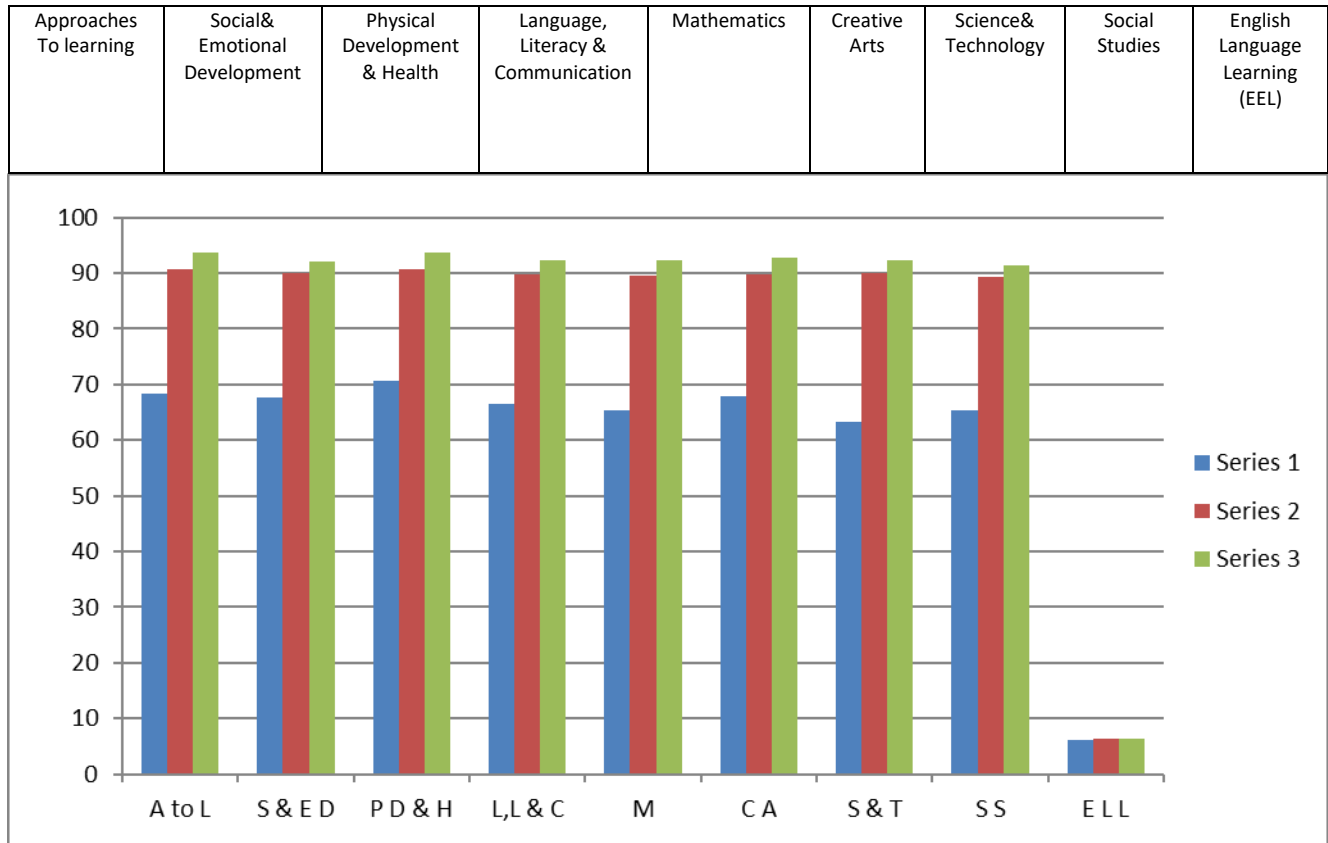
Children learn to express their feelings which facilitates the foundation for good communication skills. They are encouraged to engage in cooperative play with their peers, which develops social and emotional competence.

During the past school year, data taken from assessments, screenings, classroom observations, and parents' input has provided valuable information regarding children gains and areas needing improvement. The data also identified areas where teacher's development and training are needed.

# The Outcomes Summary Report for 2017-2018 School Year

The reports generated from the COR Advantage system data reflects a steady increase in scores for all children across each indicator (see page 9-10 for a description of each Domain and Indicators). By the end of the third COR Assessment period, the scores in the specific domains as outlined by Renaissance Head Start School Readiness Goals showed children were school ready.

## **COR ADVANTAGE FALL, WINTER AND SPRING 2018**



The COR Advantage System generates reports that break down the Assessment by demographics such as Age and Gender.

The Assessment Periods are in the Fall, Winter, and Spring. Reports are analyzed and aggregated, goals are reviewed and recommendations are made on updating, revising or changing the School Readiness Goals to aligned with Renaissance’s Head Start selection of the High Scope curriculum.

The reports generated from this system will be utilized to measure School Readiness and shared with Families Individual Planning for children and Professional Development of Teaching Staff.

The majority of Renaissance Head Start’s disability population continues to be children with speech and language impairments. Wayne State University provides screenings for Speech, Language and Hearing on all children.

### **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

The number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA (Local Education Agency) to receive special education and related services were four (4).

**CENTERS LOCATIONS**

Monday - Thursday  
8:00 A.M. - 4:00P.M.

**FORD MEMORIAL CENTER**

16400 W. Warren  
581-6760 – Detroit, 48228

**NEW BEGINNING CENTER**

13110 Fourteenth Street  
867-3012 – Detroit, 48238

**SECOND GRACE CENTER**

18700 Joy Road  
272-6076 – Detroit, 48228

**UNITY CENTER**

7500 Tireman  
491-3070 – Detroit, 48204

**ST. CECILIA HEAD START CENTER**

6327 Burlingame  
491-1980 – Detroit, 48204

**GREAT START READINESS PROGRAM (G.S.R.P.)**

6237 Burlingame  
491-3734 – Detroit, 48204



**Metropolitan Children and Youth, Inc.  
Renaissance Head Start  
Board of Directors**

Gerald Hudson, President  
Wilma Glenn, Vice President  
William Gamage, Jr., Treasurer  
Dorothy Burk, Secretary  
Marian Brakefield  
Linda Fegins  
Lelia France  
Fatima N. Plater  
Stacia Little  
Steven Allen, Policy Council Chairperson  
Paula Banks, Executive Director

