

Metropolitan Children and Youth, Inc.

Renaissance Head Start

Annual Report

November 1, 2019 – October 31, 2020



“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.”

Tina Edwards, Executive Director

13110 Fourteenth Street

Detroit, Michigan 48238

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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)}.

Parents, Friends, and Stakeholders,

HISTORY...

During the 1983/84 fiscal year, Rev. Charles E. Morton, Pastor of Metropolitan Baptist Church, met with a group of concerned church members regarding the expansion of Head Start services in Detroit. Metropolitan Baptist Church Children and Youth, Inc. submitted a proposal for Head Start and the rest is history; Metropolitan Baptist Children and Youth, Inc./Renaissance Head Start was born. The first single-purpose non-profit Head Start grantee in the city was born.

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

The Renaissance Head Start Program currently operates nineteen 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.

In September 2003 the agency's name was changed to Metropolitan Children and Youth, Inc./Renaissance Head Start.

During the last four years, the agency experienced several administrative changes and in January 2020, Tina Edwards was appointed the Executive Director for Renaissance Head Start.

At Renaissance, there are approximately sixty-five 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 **“Children and Families First”**.

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

Tina Edwards,

Executive Director

Program Overview

COVID-19

March 13, 2020: Michigan Governor Gretchen Whitmer **announces the closure of all Michigan K-12 schools**, including public, private and boarding, in response to the confirmed cases.

Renaissance Head Start had been open since September 8, 2020, six and half months. Data was collected for that period.

RHS 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 Renaissance Head Start Centers are extended days from 8:00 a.m. to 4:00 p.m. Monday through Thursday.

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 that 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's 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 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/children 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, and 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 the 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 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

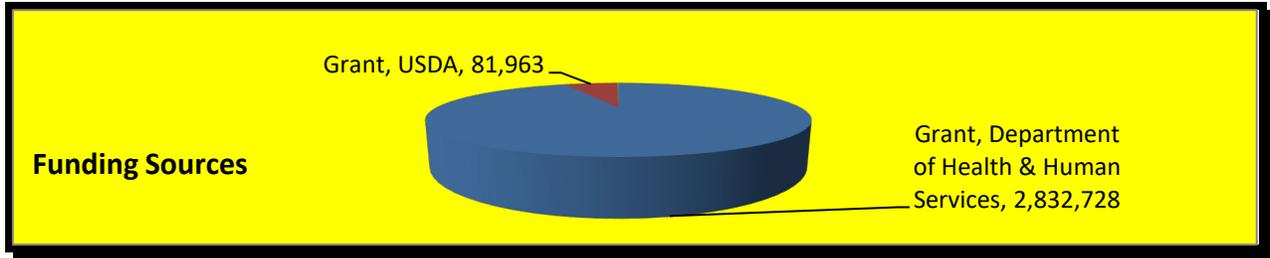
Families are provided with social service assistance to set goals and receive information and referrals to meet their individual needs. Parents receive information regarding the emotional, social, health, nutritional, and psychological needs of their children and educational/literacy activities that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

Services/Number of Families that Utilized Services:

Emergency/Crisis Intervention 99	Health Education 37	Domestic Violence Services 0
Housing Assistance 2	Job Training 5	Parenting Education 65
Mental Health Services 0	Substance Abuse Prevention or Treatment 0	Relationship Education 2
English as a Second Language 2		
Adult Education 2	Child Abuse and Neglect Services 0	WIC Participation 80

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) -USDA.



B. Budgetary Expenditures FY 2019/2020

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 2018-2019. 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, 2019 – October 31, 2020

STATEMENT OF ACTIVITIES		EXPENSES	
PUBLIC SUPPORT AND REVENUE:			
		Salaries & Wages	\$1,562,288
Public Support-		Fringe Benefits	254,181
DHHS	\$2,832,7284	Staff Travel	2,892
In-Kind Contributions	650,528	License	1,975
DHHS – COVID-19	220,242	Insurance	13,946
Child and Adult Care Food Program	81,963	Supplies	47,238
		Occupancy	197,401
Total Public Support	3,795,658	Parent Component	4,810
		Contractual	23,482
Revenue-		Telephone	31,982
Other Revenue	197	Maintenance	33,402
		Education and Training	245,551
Total Public Support and Revenue	3,795,658	Printing and Subscriptions	605
		In-Kind Services	20,535
EXPENSES:		In-Kind Space	407,340
Program Services -		In-Kind Other	232,653
Head Start Program	3,080,281	Depreciation	0
Food Service Program	99,202		
Great Start Reading Program (GSRP)	1,827		
Supporting Services -			
Management and General	551,948		
			\$3,080,281
Total Expenses	3,733,258		
Change in Net Assets	62,400		
NET ASSETS, Beginning of Year	(2,967)		
NET ASSETS, End of Year	\$59,443		

C. Services to Families

In the 2019/2020 school year, Renaissance Head Start provided services for 286 children and 312 families. The average monthly enrollment was 286. The funded monthly enrollment was 286. Children served (318) were all income-eligible. One (1) was homeless.

Children by Age	<i># of children</i>	<i>% of children</i>
3 years old	178	62%
4 years old	140	38%
5 years old	0	

Enrollment by Ethnicity

	<i># of children</i>	<i>% of total children</i>
Hispanic or Latino origin	1	.03%
Non-Hispanic or Non-Latino origin	317	99.7%

Enrollment by Race

	<i># of children</i>	<i>% of total children</i>
Black or African American	301	95%
White	8	2.3%
Multi/Bi-Racial	9	2.7%

Enrollment by Primary Language

	<i># of children</i>	<i>% of total children</i>
English	303	95.2%
Spanish	2	0.8%
Middle Eastern & South Asian Languages	13	4%
Dual Language Learner		
Dual Language	25	8%

D. Accountability - Quality Assurance and External Reviews

There were no reviews conducted during 2019/2020.

Great Start to Quality

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 6, 2021 ***** UNITY -- Valid until April 8, 2021
 ST. CECILIA – Valid until April 23, 2020**

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 Starts Program demonstrates quality across some standards.

1 Starts Program meets state licensing requirements and is participating in Great Start to Quality.

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

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 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 its services, resources, educational information, recommendations, and referrals (when indicated).

Health Insurance – Children	At Enrollment	At end of Enrollment
1. Number of all children with health insurance	318	318
Of these, the number of children whose primary insurance fits into the following categories:		
a. Number enrolled in Medicaid and/or CHIP	274	273
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance) (C.1-C.1.a)	36	36
2. Number of all children with no health insurance (A.10.g - C.1)	8	9

Accessible Health Care – Children		
1. Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	278	280
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

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: **302 = 94%**

Children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age: **20 = 6.5%**

The number of children diagnosed as needing medical treatment: **8 of 14 = 60%**

The number of children who received or are receiving medical treatment: **6 of 14 = 80%**

Dental:

Completed dental examination: **311 = 98%**

Of the children examined, the number who received preventive dental care: was **315 = 98.6%**

The number of children diagnosed as needing dental treatment: **9 = 2.7%**

The number of children who received treatment: **7 = 97%**



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

Body Mass Index (BMI) - Children

	Children At Enrollment
1. Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	19
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	149
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	37
d. Obese (BMI at or above 95th percentile for child's age and sex)	91

Immunization Services – Children	At Enrollment	At End Enrollment
1. Number of children who have been determined by a health professional to be up-to-date on all immunizations appropriate for their age	228	239
2. Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	90	93
3. Number of children who meet their state's guidelines for an exemption from immunizations	1	1



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 snacks. 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 by incorporating it into 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 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 2019-2020 school year parent involvement activities included:

Classroom volunteers	Home Visits (2)
Center Conferences (2)	Male Involvement Meetings
Monthly Center Committee Meetings	Food Safety/Sanitation Training
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.

- Child gets sufficient rest, sleep and exercise to support healthy development.
- Child completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.
- Child participates in structured and unstructured physical activities.
- Child is able to choose healthy foods.
- Children will know the importance of a doctor/dentist visit.
- Children will master hand coordination skills such as holding a pencil, utensils, zipping, stringing, snapping, and using scissors and other objects.
- 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.

- Establishes secure relationships with adults, develops friendships, and cooperates with others.
- Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
- 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.

- 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-playing and act out ideas.

4. Cognitive and General Knowledge

Children will be able to use logic and reasoning to problem solve and 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 processes.
- 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 sounds.
- 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:

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

The Education Service Area creates a classroom environment that 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 guardians 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	286
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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	3
2. During this enrollment year	3

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.

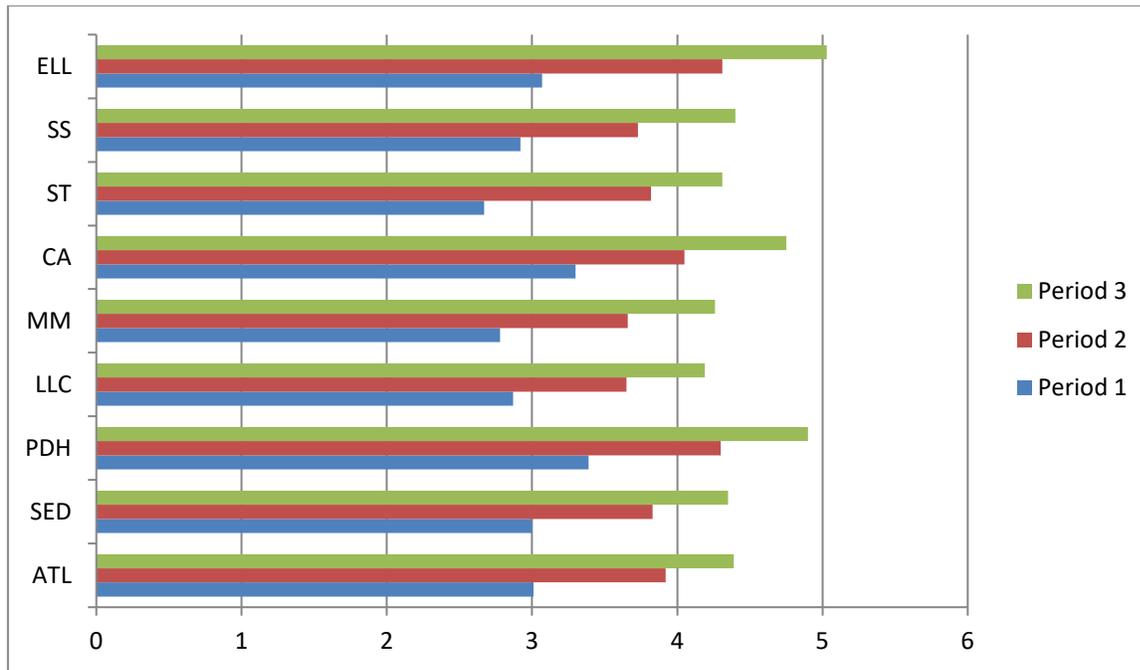
During the past school year, data taken from assessments, screenings, classroom observations, and parents' input has provided valuable information regarding children's gains and areas needing improvement. The data also identified areas where teacher's development and training are needed.

The Outcomes Summary Report for the 2019-2020 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 8-10 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.

Renaissance Head Start Child Observation Record (COR) Score by Periods

Categories	Period 1	Period 2	Period 3
Approaches to Learning	3.01	3.92	4.39
Social and Emotional Development	3.00	3.83	4.35
Physical Development and Health	3.39	4.30	4.90
Language, Literacy, and Communication	2.87	3.65	4.19
Mathematics	2.78	3.66	4.26
Creative Arts	3.30	4.05	4.75
Science and Technology	2.67	3.82	4.31
Social Studies	2.92	3.73	4.40
English Language Learning (ELL)	3.07	4.31	5.03



ATL= Approaches to Learning
 SED= Social and Emotional Development
 PDH= Physical Development and Health
 LLC= Language, Literacy, and Communication
 MM= Mathematics
 CA= Creative Arts
 ST= Science and Technology
 SS= Social Studies
 ELL= English Language Learning (ELL)

The scores collected were from all three periods fall/ 2019, winter/2019-2020, and spring/2020 school year. The children in the program made improvements each time data was collected. There were three (3) areas of concern:

Under Language, Literacy, and Communication:

O. Alphabetic knowledge: overall score from 3rd period was 3.88
 R. Writing: overall score from 3rd period was 3.76

Under Mathematics:

V. Patterns: overall score from the 3rd period was 3.82

Based on these final COR scores from the spring of 2020 Renaissance Head Start’s plan is to provide more professional development training for staff provided by

High Scope COR Advantage step-by-step tutorials, browse through FAQs and post individual questions for support. The COR Advantage help center offers step-by-step tutorials.

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 align 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 the 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 was four (4).

CENTERS LOCATIONS

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

FORD MEMORIAL CENTER

16400 W. Warren
581-6760 – Detroit, 48228

SECOND GRACE CENTER

18700 Joy Road
272-6076 – Detroit, 48228

ST. CECILIA HEAD START CENTER

6327 Burlingame
491-1980 – Detroit, 48204

NEW BEGINNING CENTER

13110 Fourteenth Street
867-3012 – Detroit, 48238

UNITY CENTER

7500 Tireman
491-3070 – Detroit, 48204

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