

**McIntosh Trail Early Childhood Development Council,  
Inc.**

**ANNUAL REPORT**

**2016 FISCAL YEAR**

**2016-17 SCHOOL YEAR**

**VISION**

*To reach eligible infants, toddlers, and preschoolers and their families in our service area and positively affect their lives by assisting them in obtaining the skills necessary to achieve social competence and be cognitively and physically ready to learn and grow.*

Message from the Chairman:

The Board of Directors is often gratified when it hears success stories of children who are successfully completing programs sponsored by McIntosh Trail Early Childhood Development Council, Inc.

It is a thrill for the Agency to serve disadvantage children and their families who experience inadequate family and community resources to engage in early educational training programs.

Members of the Board receive regular training on roles and responsibilities they must demonstrate to be effective in serving. They receive training to stay enlightened on changes of Federal Head Start Performance Standards relating to functions of the Board. Knowledge acquired from training empowers the Board to become better stewards of the present and future programs.

The Board reviews the Agency's effort to track the progress of Head Start children constantly to determine their preparation and readiness to exit the program. The strategy provides invaluable information for program planning.

The Board is dedicated to providing a safe and secure learning environment for all enrolled children; encouraging effective program planning and recruitment methods for securing an appropriate staff to meet the learning needs of children.

Finally, The Board supports an educational program where children and their families feel a part of the program wholeheartedly, and where many family members show that they are willing to serve in needed areas as volunteers.

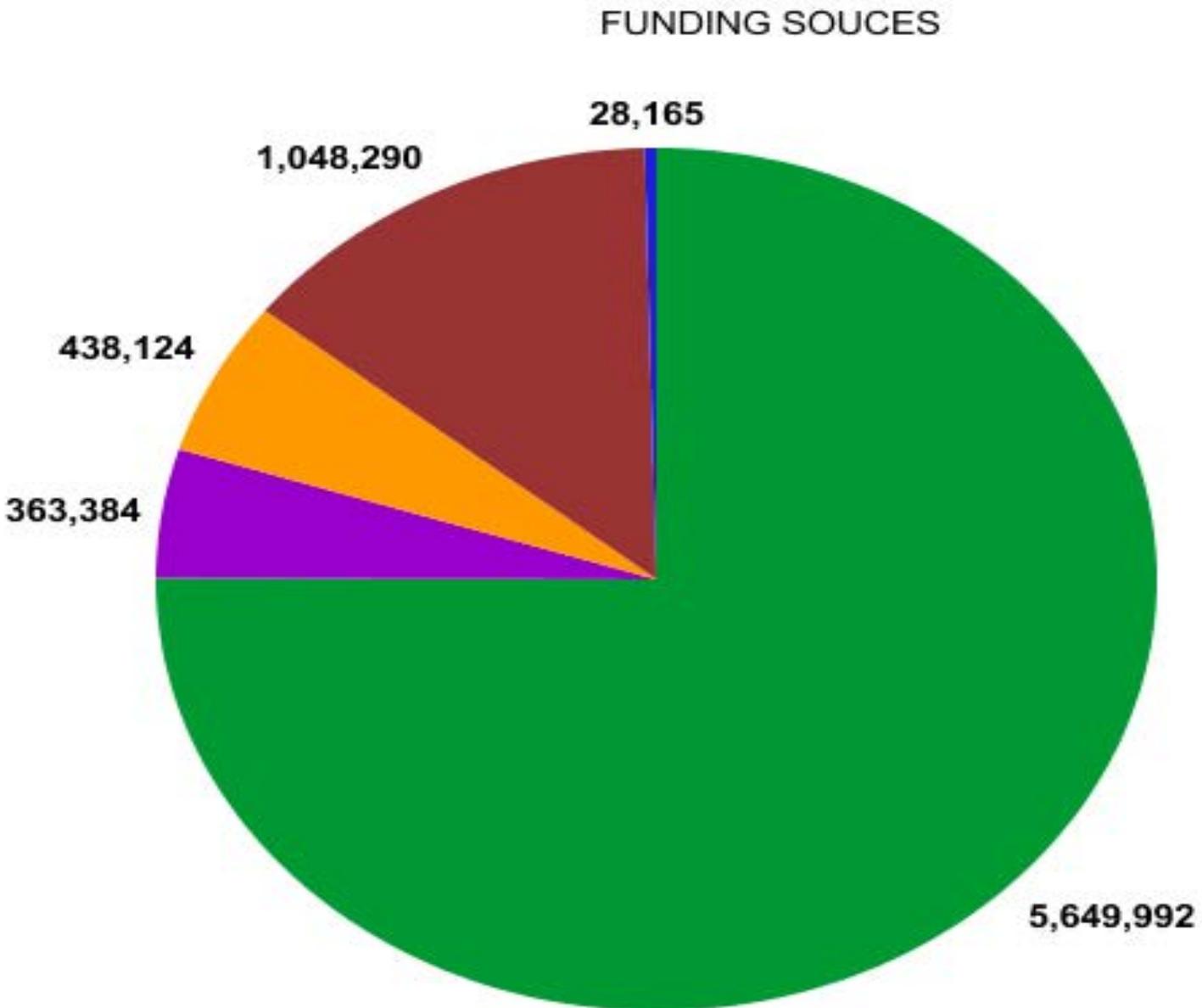
Sincerely yours,

*Dr. William Nesbit*

Dr. William Nesbit  
Board Chairman

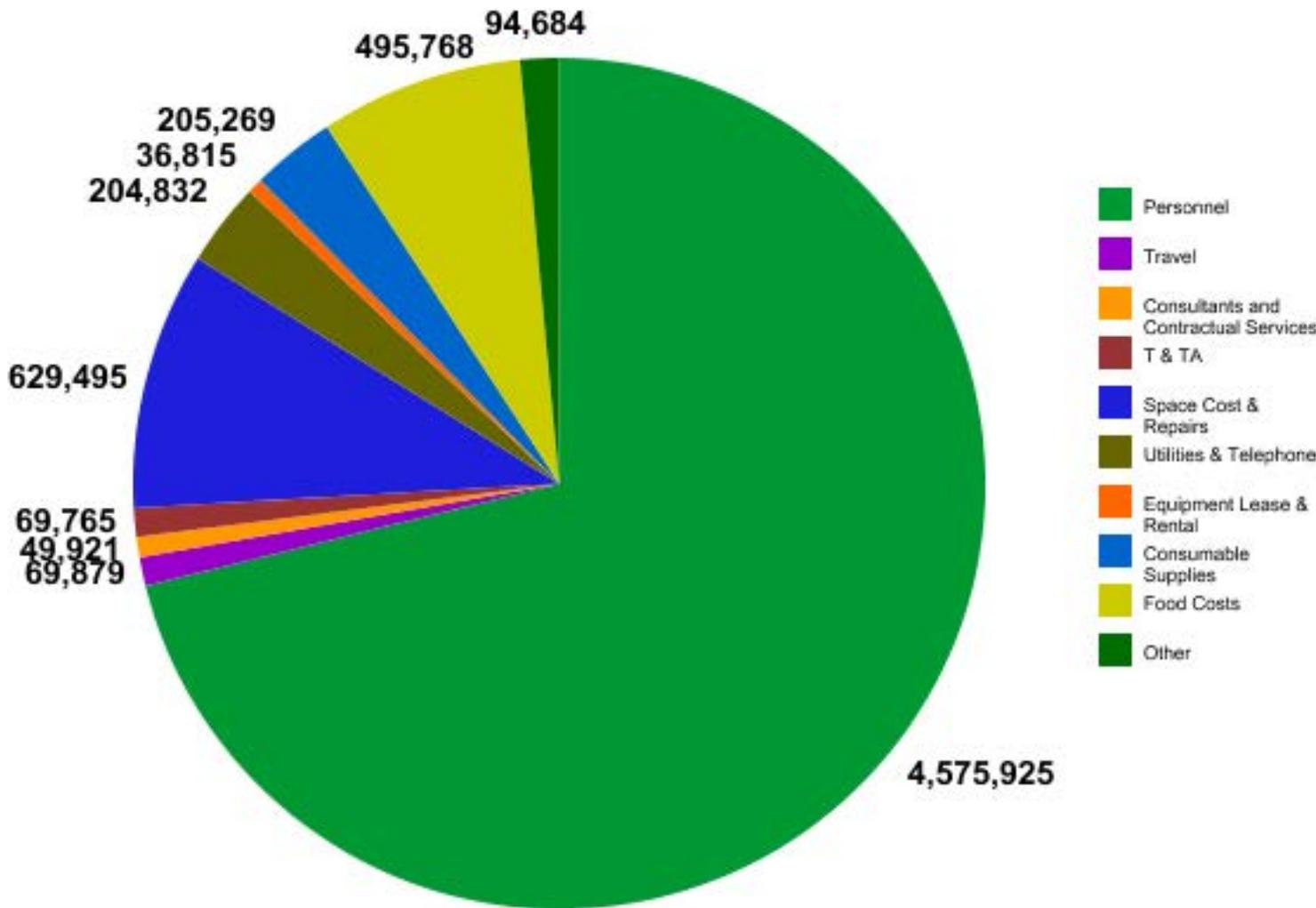
The following chart shows public and private funds received and the amounts:

- Federal \$5,649,992
- State \$363,384
- State (pass-thru) \$438,124
- Local \$28,165
- In-kind donation \$1,048,290

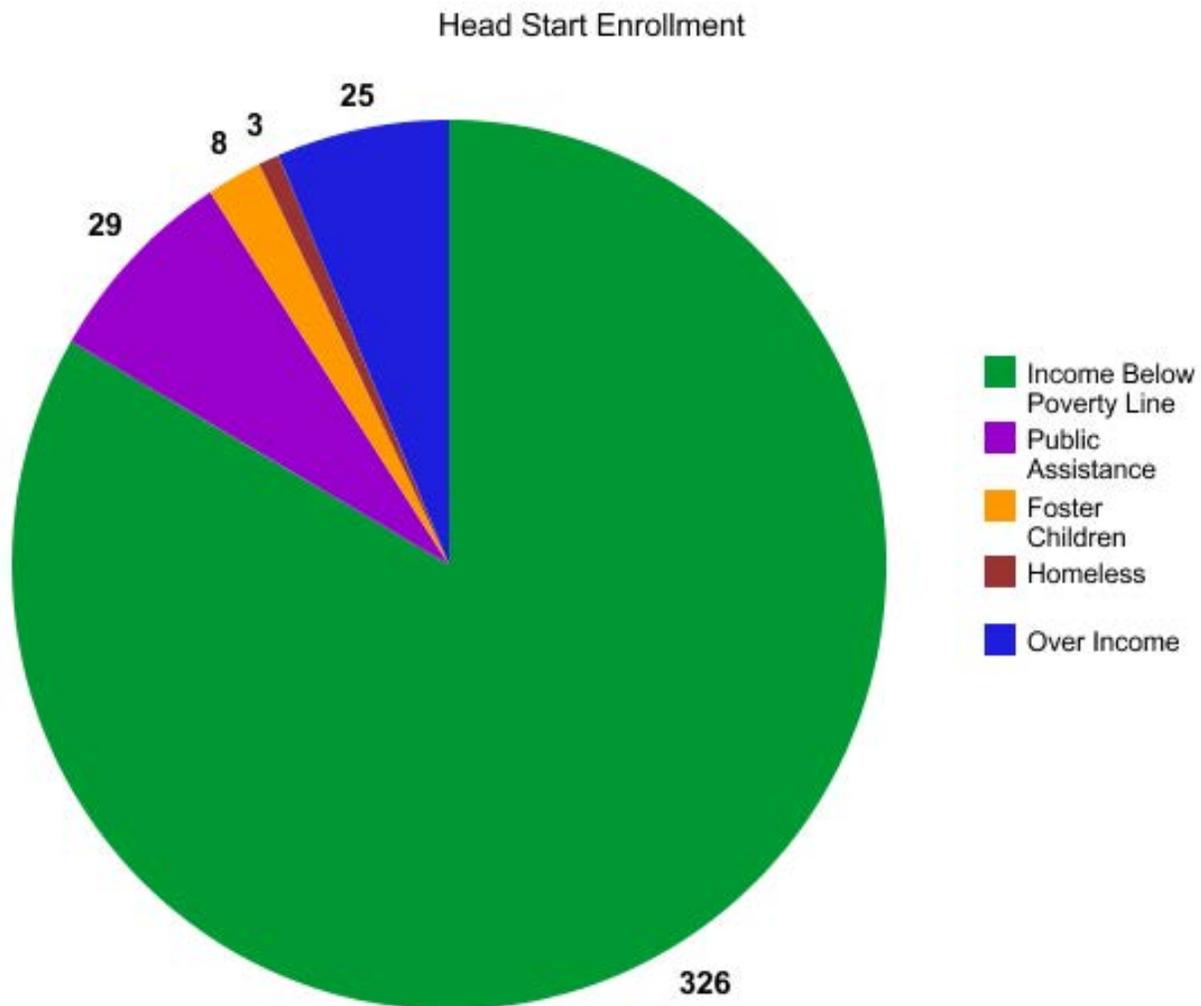


| <b>Budgetary Expenditures</b>        | <b>2015-16</b> | <b>2016-17</b> |
|--------------------------------------|----------------|----------------|
| Personnel                            | \$4,348,813    | \$4,575,925    |
| Consultants and Contractual Services | 58,244         | 49,921         |
| Travel                               | 45,663         | 69,879         |
| Space cost and repairs               | 659,907        | 629,495        |
| Utilities and telephone              | 204,365        | 204,832        |
| Equipment lease and Rental           | 49,093         | 36,815         |
| Consumable Supplies                  | 282,596        | 205,269        |
| Food costs                           | 470,622        | 495,768        |
| Training and Technical Assistance    | 69,765         | 69,765         |

## BUDGETARY EXPENDITURES 2016-17

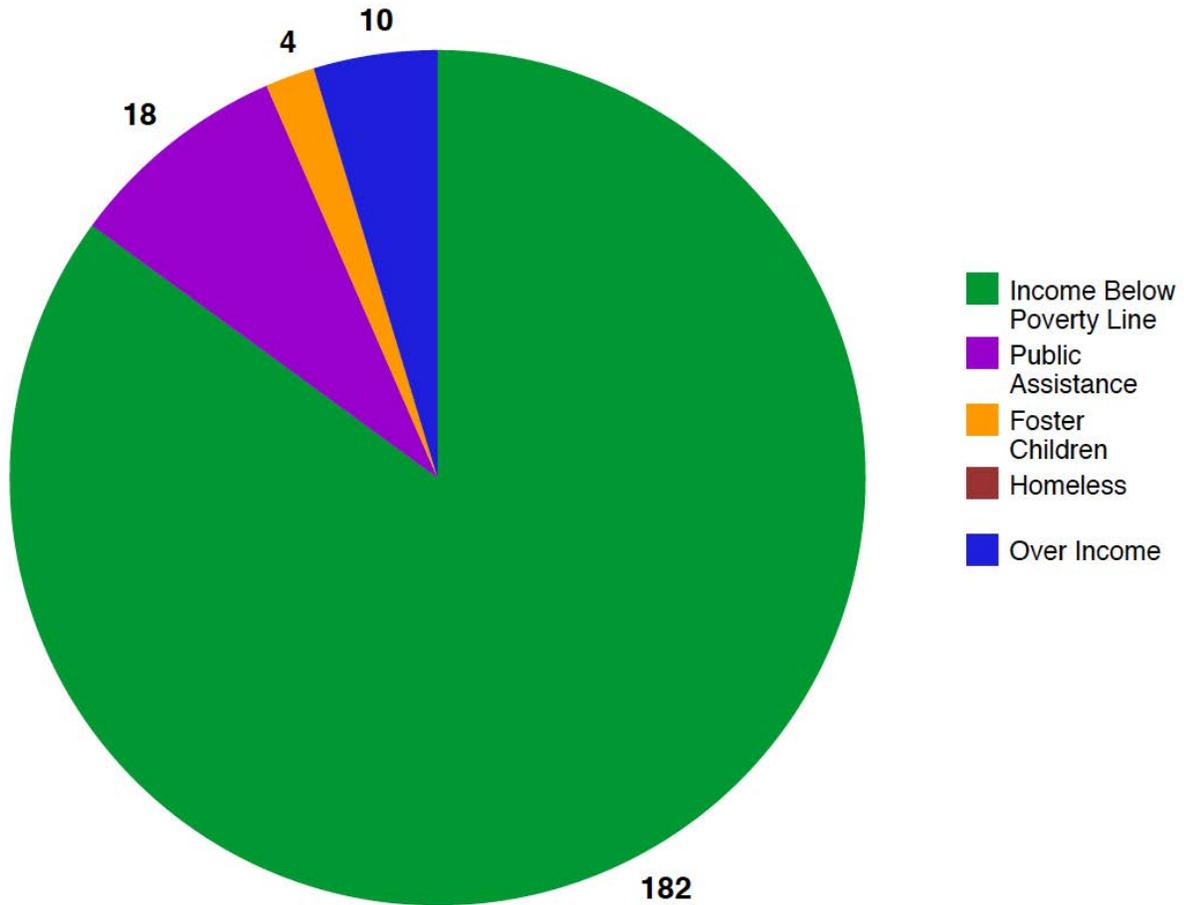


The Head Start program was funded to serve 319 children and served a total of 391 in the 2016-17 school year as well as 375 families. Twenty-nine children were accepted based upon their receipt of public assistance. Three hundred twenty-six children were income eligible according to the federal poverty guidelines. There were eight foster children and three homeless. Twenty-five children were over income. Ninety-four percent were income eligible or met other criteria. Over 10% percent or 33 children were diagnosed with a disability in the Head Start program.



The Early Head Start program was funded to serve 128 children and served a total of 214 infant, toddlers, and pregnant moms in the 2016-17 school year as well as 188 families. Eighteen children were accepted based upon their receipt of public assistance. Two hundred and four children (96%) were eligible according to federal guidelines. There were four foster children and no homeless. Ten children were over income. Thirty-one percent or 40 children were diagnosed with a disability and received services from Babies Can't Wait (Public Health).

### Early Head Start Enrollment



McIntosh Trail ECDC Inc. entered a Five-Year Funding Cycle in 2015-16 and 2016-17 was the second year of the Five-Year Funding Cycle. As part of the process the Governing body and administration developed three long-term goals that were critical to providing quality services to the children, families, and community served by agency programs.

## LONG RANGE GOALS

**Long Range Goal 1 (Service Delivery)** McIntosh Trail ECDC Inc. Head Start and Early Head Start will enhance educational services to improve math development of children to maximize their potential to enter kindergarten with a solid foundation for academic building blocks and future concepts.

**Long Range Goal 2 (Community Collaborations)** Increase community collaboration with educational institutions in order to assist parents with accessing financial and community resources to pursue and obtain their GED or advanced degrees which will enhance their self esteem, job skills, and ability to serve as a positive role model in their community.

**Long Range Goal 3 (Service Delivery)** Facilitate steady, incremental improvements in student attendance by supporting strong links between good attendance and future academic and social success so that regular attendance will help children do better academically and be more likely to succeed in life and work by having a positive impact on the student, school, family, and community.

### **2016-2017 Progress on Long Range Goals:**

**Long Range Goal 1:** Staff researched a variety of math curriculums to identify the curriculum which would best meet the needs of the program's population. The School Readiness Team, parents, and other community partners as well as the Policy Council and Board participated in the process.

**Long Range Goal 2:** Staff evaluated the feedback collected from parents to determine the number of parents who were or were not interested in obtaining a GED or furthering their education. They continued to research and form collaborations with local colleges and universities.

**Long Range Goal 3:** All staff were trained on attendance and the agency's revised attendance procedures. They were also trained on the new forms. Parents were trained on the new procedures and the importance of attendance at parent meetings and trainings. Attendance information was sent home multiple times. This was also a topic examined and discussed by the School Readiness Team.

One of McIntosh Trail ECDC Inc.'s long-term goals for the Five-Year Funding Cycle is to analyze, research, educate, and improve attendance for both Head Start and Early Head Start. In the 2016-17 school year program had an attendance rate of 87.67% for actual enrollment.

Research has shown that children with chronic absenteeism have weaker math and reading skills than their co-students. Chronic absenteeism is defined as missing over five days of learning and school time over the period of one school year. The Early Childhood Education community states that when a 0-5 young learner misses five or more days they can be defined as "chronic". McIntosh Trail ECDC Inc. participated in Georgia Head Start Association's Chronic Absenteeism Tracking project.

## **State Funded Pre-K**

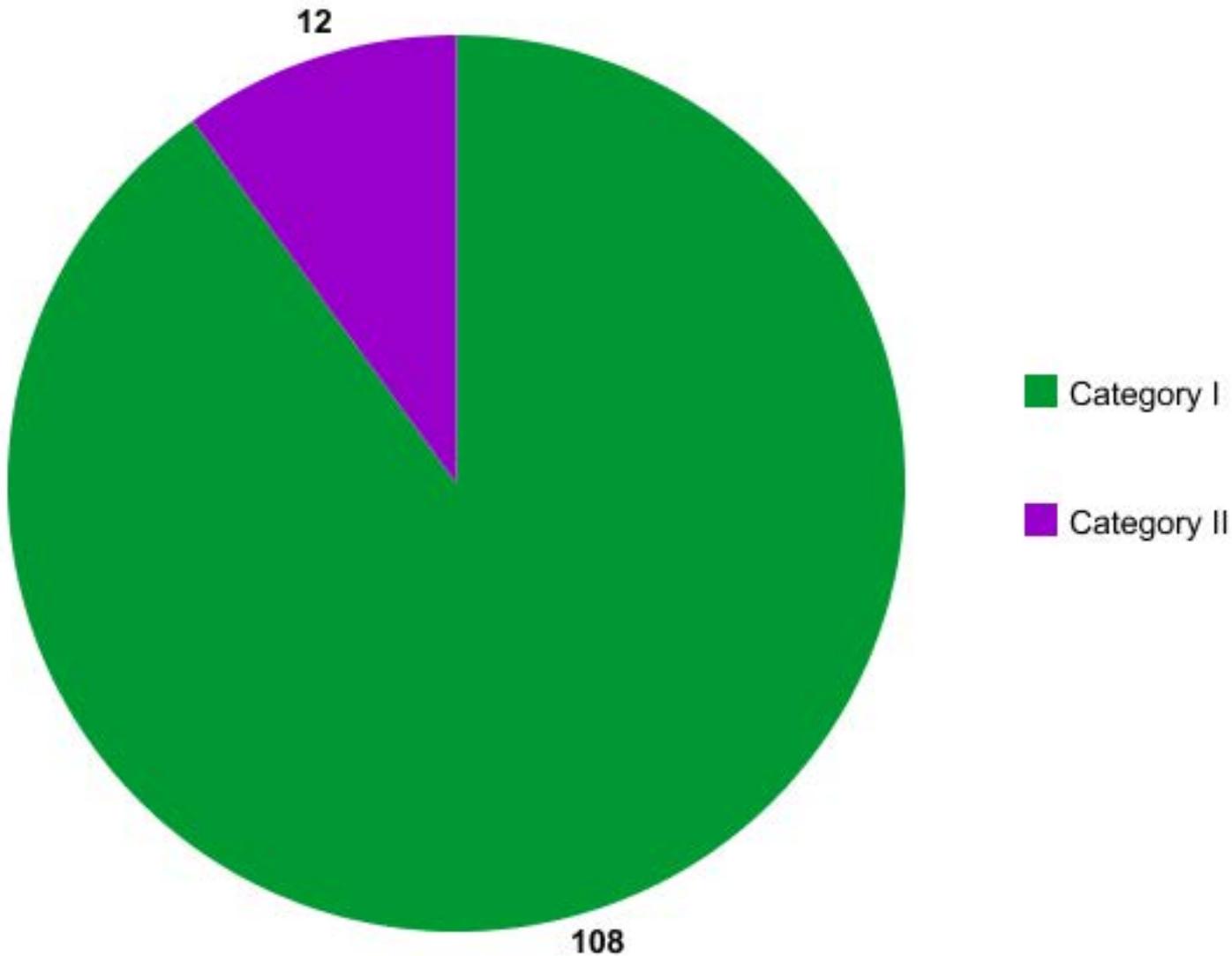
The state funded Pre-K program operated by McIntosh Trail Early Childhood Development Council served 120 children in five classrooms. The agency provided Pre-K in Newton, Henry, Spalding, and Upson Counties. Pre-K under the Georgia Department of Early Care and Learning funded teacher salaries as well classroom supplies, fieldtrips, technology, and training. Head Start provided wrap around services for the blended three classrooms which were in Newton, Spalding, and Upson Counties.

Being a blended classroom meant those children were dual enrolled in Head Start and Pre-K and received all services from both programs. Henry County is the only center with two Pre-K stand-alone classes. Pre-K serves only four year olds and there is no income eligibility requirement. The children in the blended classrooms must meet Head Start's income guidelines. All children must be four years old by September 1 of that school year.

Ninety-nine of those children were classified as Category I, which is similar to Head Start's eligibility requirements and denotes that those children met Federal eligibility guidelines. The remaining 12 children (10%) were in Category II and did not meet Head Start's eligibility requirements.

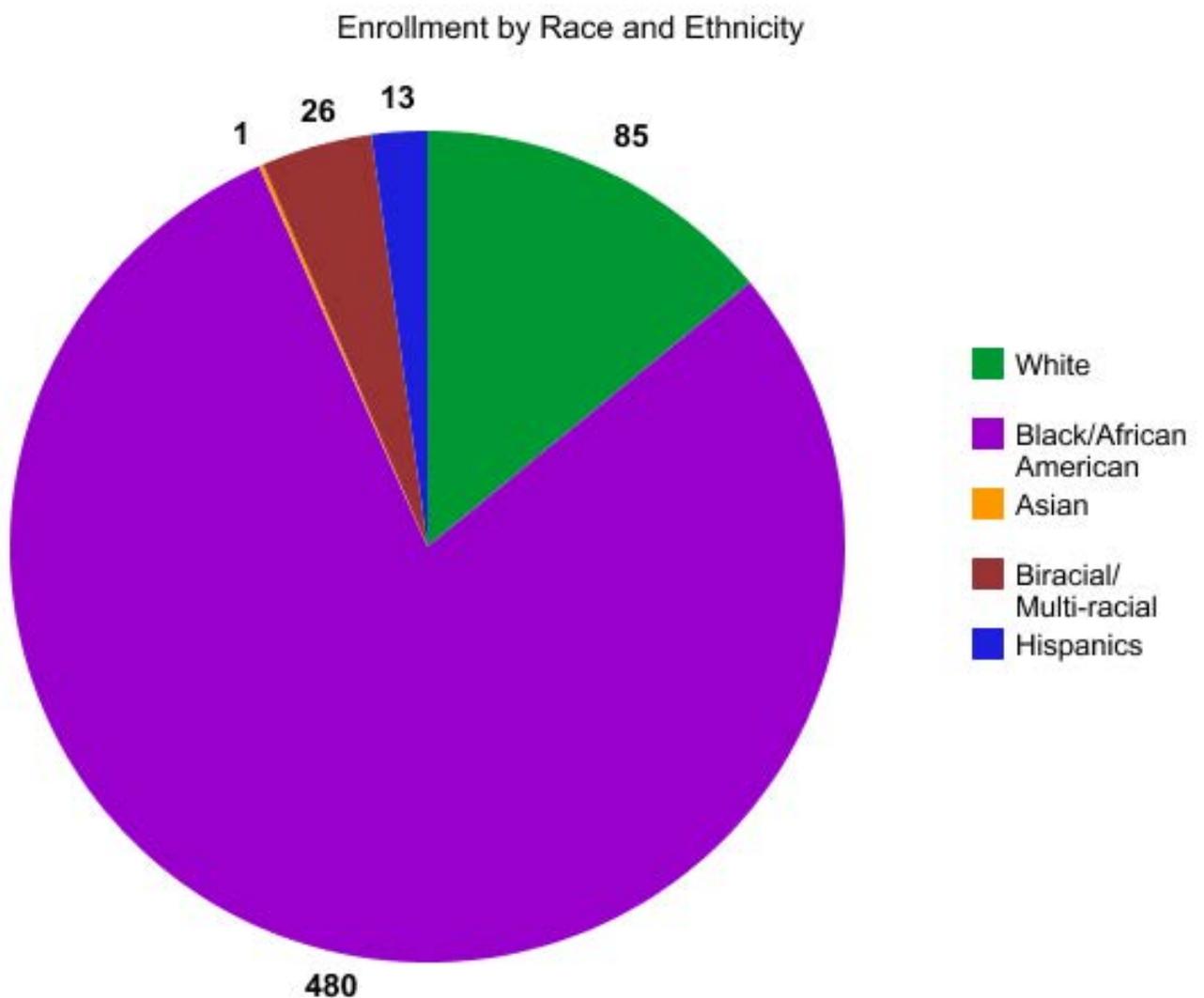
Georgia was the first state to have a state funded Pre-K program. It began around 1992 and McIntosh Trail ECDC was the second Head Start program in the state to receive Pre-K funding. Many children and families who were above the income guidelines benefitted from the Pre-K programs operated by the agency.

### State Funded Pre-K Enrollment

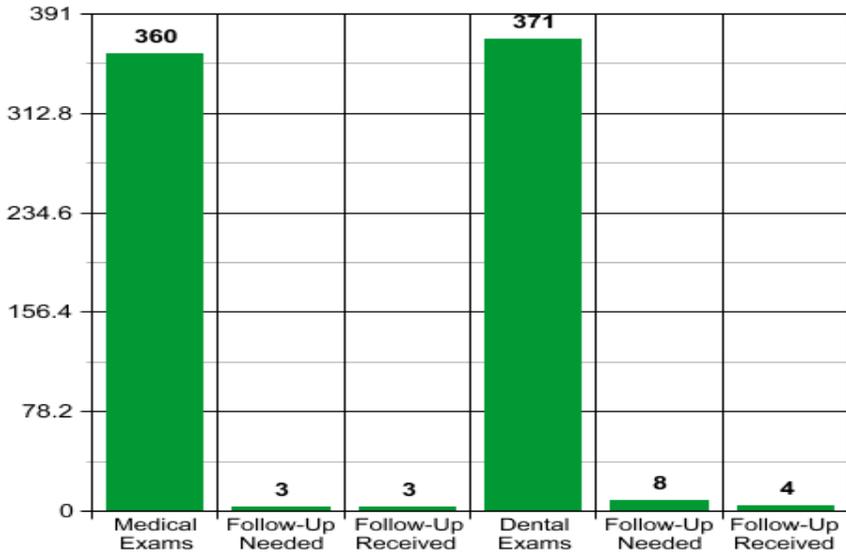


Pre-K blended classrooms experience many of the same issues as Head Start classes. These classes also faced chronic absenteeism. The average attendance for the 2015-16 school year was 86.54%. State funding does not provide for Family Service positions, which are used in Head Start and Early Head Start to work with parents to encourage good attendance. Center Managers, teachers, and the existing Family Service staff try to work with such needs as possible.

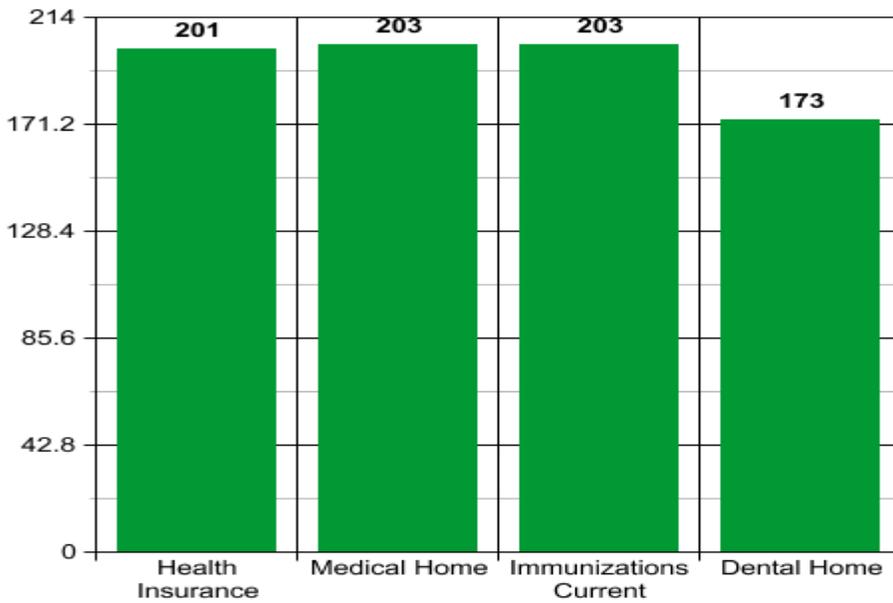
Families were asked to identify their children as one of eight possible choices for race and ethnicity. Thirteen children of the total enrollment were identified as of Hispanic ethnicity. The graph below demonstrates the information given by parents. Of the total number of children served that year, 594 stated that English was the primary language. One child spoke a Caribbean language and nine spoke Spanish.



Early Head Start Medical and Dental Services

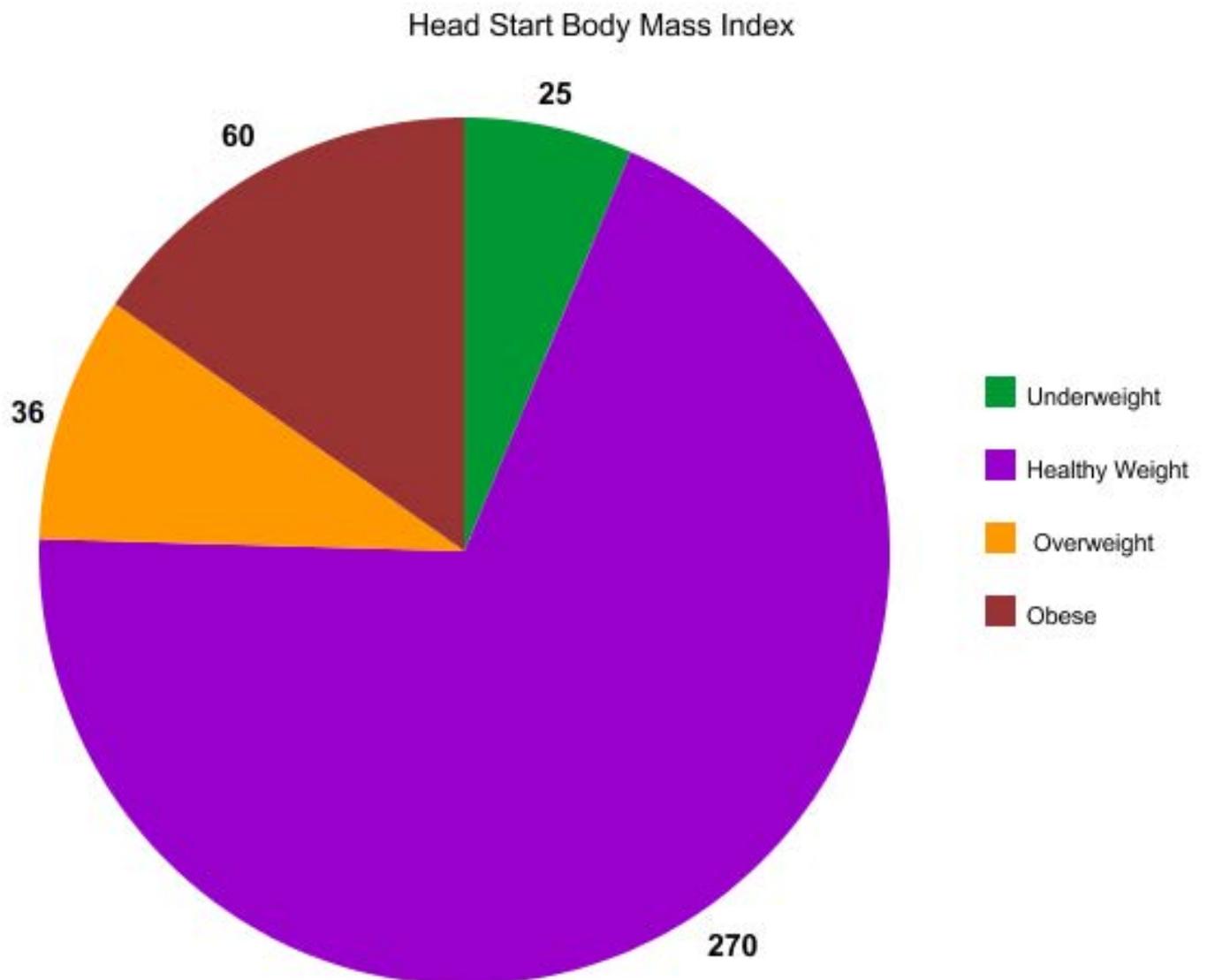


Early Head Start Medical and Dental Services



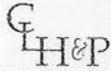
This page reflects medical and dental services provided by both Head Start and Early Head Start programs. Children not receiving services were due to dropouts, changes in enrollment, or parents refusing services.

All children's height and weight are completed two times a school year. Any children found to be of concern are referred to the Nutrition Department who consults with a licensed nutritionist. They work with parents to discuss the nutritional needs of the child and help with menu planning.



# AUDIT

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON  
COMPLIANCE AND OTHER MATTERS BASED UPON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT  
STANDARDS



**INDEPENDENT AUDITOR'S 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**

McIntosh Trail Early Childhood  
Development Council, Inc.  
Jackson, Georgia

We have audited, in accordance with the 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 McIntosh Trail Early Childhood Development Council, Inc. (the "Council"), which comprise the statement of financial position as of March 31, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 30, 2017.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered McIntosh Trail Early Childhood Development Council, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purposes of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Council's internal control. Accordingly, we do not express an opinion on the effectiveness of the Council's internal control.

A *deficiency in internal control* exists when the design or operation of a 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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity'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.

McIntosh Trail Early Childhood  
Development Council, Inc.  
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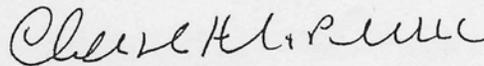
**Compliance and Other Matters**

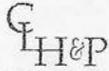
As part of obtaining reasonable assurance about whether McIntosh Trail Early Childhood Development Council, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with 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*.

**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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Macon, Georgia  
November 30, 2017





**INDEPENDENT AUDITOR'S REPORT ON  
COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT  
ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
REQUIRED BY THE UNIFORM GUIDANCE**

McIntosh Trail Early Childhood  
Development Council, Inc.  
Jackson, Georgia

**Report on Compliance for Each Major Federal Program**

We have audited McIntosh Trail Early Childhood Development Council, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of McIntosh Trail Early Childhood Development Council's major federal programs for the fiscal year ended March 31, 2017. McIntosh Trail Early Childhood Development Council, Inc.'s major federal programs are identified in the summary of auditor's 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 McIntosh Trail Early Childhood Development Council, Inc.'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 of 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 McIntosh Trail Early Childhood Development Council, Inc.'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 McIntosh Trail Early Childhood Development Council, Inc.'s compliance.

*Opinion of Each Major Federal Program*

In our opinion, McIntosh Trail Early Childhood Development Council, Inc. 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 fiscal year ended March 31, 2017.

**Report on Internal Control Over Compliance**

Management of McIntosh Trail Early Childhood Development Council, Inc. 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 McIntosh Trail Early Childhood Development Council, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each 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 the 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 McIntosh Trail Early Childhood Development Council, Inc.'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 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 that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



## **Information about Family Engagement Activities:**

Fathers play a very important role in the success of their child's life. McIntosh Trail Early Childhood Development Council decided to strengthen the agency's focus and efforts to increase fatherhood involvement. Children that have an absent father tend to have poor performance in school and are at risk for drug use, violent behavior, and criminal activity. One of the objectives of the program is to ensure program staff and parents have knowledge and skills needed to support the ongoing involvement of fathers in the program and in the lives of their children.

Fathers have a direct impact on the well-being and social behavior of their children. A father who has a good relationship with the mother of their children is more likely to be involved and to spend time with their children. Children with involved, caring fathers have better educational outcomes. The influence of a father's involvement on academic achievement extends into adolescence and young adulthood. Children with good relationships with their father were less likely to experience depression, and exhibit disruptive behavior.

In the 2016-17 school year monies were limited to sponsor many of the activities held in the past to strengthen the fatherhood initiative. Staff continued to be innovative and work to keep fathers engaged in the centers. Some of the activities that were done to encourage fathers and students were: "Read a Story", "Field trips with Dad", "Valentines Dance", "Say No to Drugs Parade with Dad", "Fun Day with Dad", "Donuts with Dads", "Greeting Cards for Our Troops", and "Decorating a Pumpkin with Dad". Dads volunteered in the classrooms and on the playgrounds. Several fathers were door greeters in the morning, checking passes, talking to the parents and children, and encouraging good attendance and involvement. They helped to decorate and make Christmas stockings. The agency had a total of 184 fathers to participate in the centers and programs for the 2015-16 school year. In the 2016-17 school year, there was a total of 195 fathers who participated in the centers and their programs. That was an increase of eleven.

As the agency puts additional emphasis on fatherhood each year staff have seen a decrease in behavioral problems in classrooms and the number of behavioral referrals that have been made to the Mental Health team. Research indicates there are beneficial physical, mental, emotional,

academic, and spiritual impacts on a child who connects positively with a male role model. The following are ways that the staff have tried to improve the involvement of fathers:

- Increased communication with father figures
- Offer a greater variety of activities for both parents
- Schedule activities after work hours
- Encourage participation in the classrooms
- Be more vocal in appreciation of fathers that participate
- Met with fathers about the importance of student's attendance

Most fathers want to do their part in raising their children to be successful in life and as adults. Dads appreciate guidance, support, and encouragement to help them become better parents. All children benefit from happier families, working together to support their children's positive growth.

McIntosh Trail ECDC in an effort to increase services to parents has researched parenting curriculums which will assist with active family engagement. With the approval of the governing bodies steps have begun to implement ReadyRosie which is a research based parenting curriculum that builds on parent's knowledge. The implementation will begin in the summer of 2017.

### **The Agency's Efforts to Prepare Children for Kindergarten (School Readiness)**

McIntosh Trail Early Childhood Development Council supports school readiness and positive child outcomes in Early Head Start and Head Start through comprehensive child development services, age appropriateness, individual appropriateness, meaningful curriculum, child observations, screenings, and assessments.

The School Readiness Team is composed of program administrators, retired and current public school teachers, assistant superintendents, principals, community partners, center managers, family service workers, and teaching staff. The School Readiness Team meets on a quarterly basis to review program goals, provide valuable input, and ensure that federal mandates and best practices are met. There were several parents, community partners, retired educators, as well as current local educational agency representatives from several of the counties within the service area that serve

also on the team. The Policy Council and Board reviews and assists in the project. The team works together to develop School Readiness goals and a plan that will meet Federal regulations and Best Practices.

Each school year the School Readiness Team collects data from the Brigance, CLASS, Teaching Strategies Gold, and The Pyramid Infant-Toddler Observation Scale. The information was aggregated and analyzed for the 2016-17 school year. The administrative team reviewed the information and used it to determine a plan of action for the following school year. There was a significant increase in development across all areas with the exception of literacy. Literacy scores were still low in comparison to expected developmental levels. There was a significant increase in math development.

The Classroom Assessment Scoring System (CLASS) scores were similar across the seven counties:

|                       | Program Score |        |        | National Average (lowest 10%) |
|-----------------------|---------------|--------|--------|-------------------------------|
|                       | Fall          | Winter | Spring |                               |
| Instructional Support | 4.14          | 3.88   | 4.01   | 2.22                          |
| Emotional Support     | 5.85          | 5.99   | 5.89   | 5.59                          |
| Class Organization    | 5.04          | 5.13   | 5.10   | 5.25                          |

Instructional Support and Emotional Support were above the national average in all three assessments. Classroom Organization was below the national average in all three assessments. This Dimension includes Behavior Management, Productivity, and Instructional Learning Formats.

The Pyramid Infant-Toddler Observation Scale showed an improvement of 7% over the previous year. The only area that decreased was “Responds to Distress and Manages Challenging Behaviors” with a decrease of 3%. The team examined absenteeism of the children, teacher’s absenteeism, and the student dropout rate.

Math and Literacy will continue to be areas that the program will concentrate on providing additional resources. High Five Mathematize is a math curriculum that all teachers received training on and are

implementing in the classroom. There will also be a focus on providing training and support on classroom organization.

### **SPECIAL NOTES**

McIntosh Trail ECDC underwent an Environmental Health and Safety Federal Review. The program was found to be 100% in compliance with no recommendations.

McIntosh Trail ECDC voluntarily participated in the Quality Rated System sponsored by the Georgia Department Early Care and Learning. All centers underwent additional training and review as well as a visit to be observed in order to receive a rating level. Six centers received a Level 3 and one center was rated with a Level 2. Level 3 is the highest rating level possible. The Pike County Center received the highest Quality Rating Score in the state of Georgia.

In the past year, the agency, programs, and staff has been selected for several studies and projects centered on Birth to Five programs and services. Additional information about McIntosh Trail ECDC Inc. and its program is available on the agency's website, [www.mtecdc.org](http://www.mtecdc.org).