

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

ANNUAL REPORT

2018 FISCAL YEAR

2018-19 SCHOOL YEAR (HS/EHS)

2019 (EHS-Expansion)

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.

Chairman's Message

The Board of Directors of McIntosh Trail Early Childhood Development Council Incorporated is always gratified to hear reports from the Head Start and Early Head Start Program Director and Executive Director that the Agency is successfully preparing its enrolled children to possess appropriate academic school readiness skills to enter and succeed in the regular public school setting.

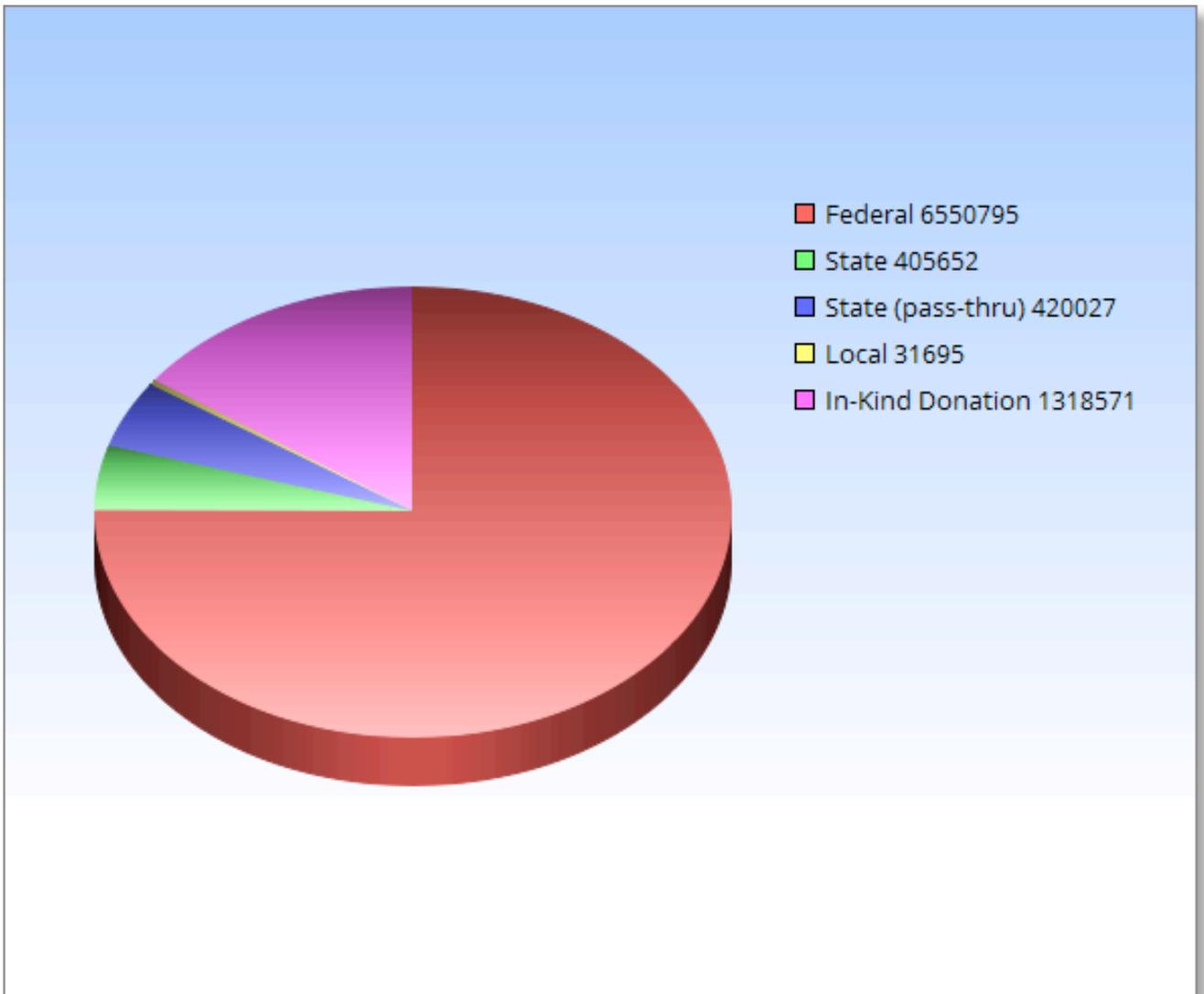
The Board reviews the Agency's efforts to track the learning progress of all enrolled children regularly to determine preparation and readiness to exit the program. This strategy provides invaluable information for future program planning. Excellent Administrative Leadership that promotes worthy goals and objectives are a vital strength of the local Head Start program.

The Board is committed to maintaining its legal responsibilities and fiscal responsibilities, 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 needs of children served by the program.

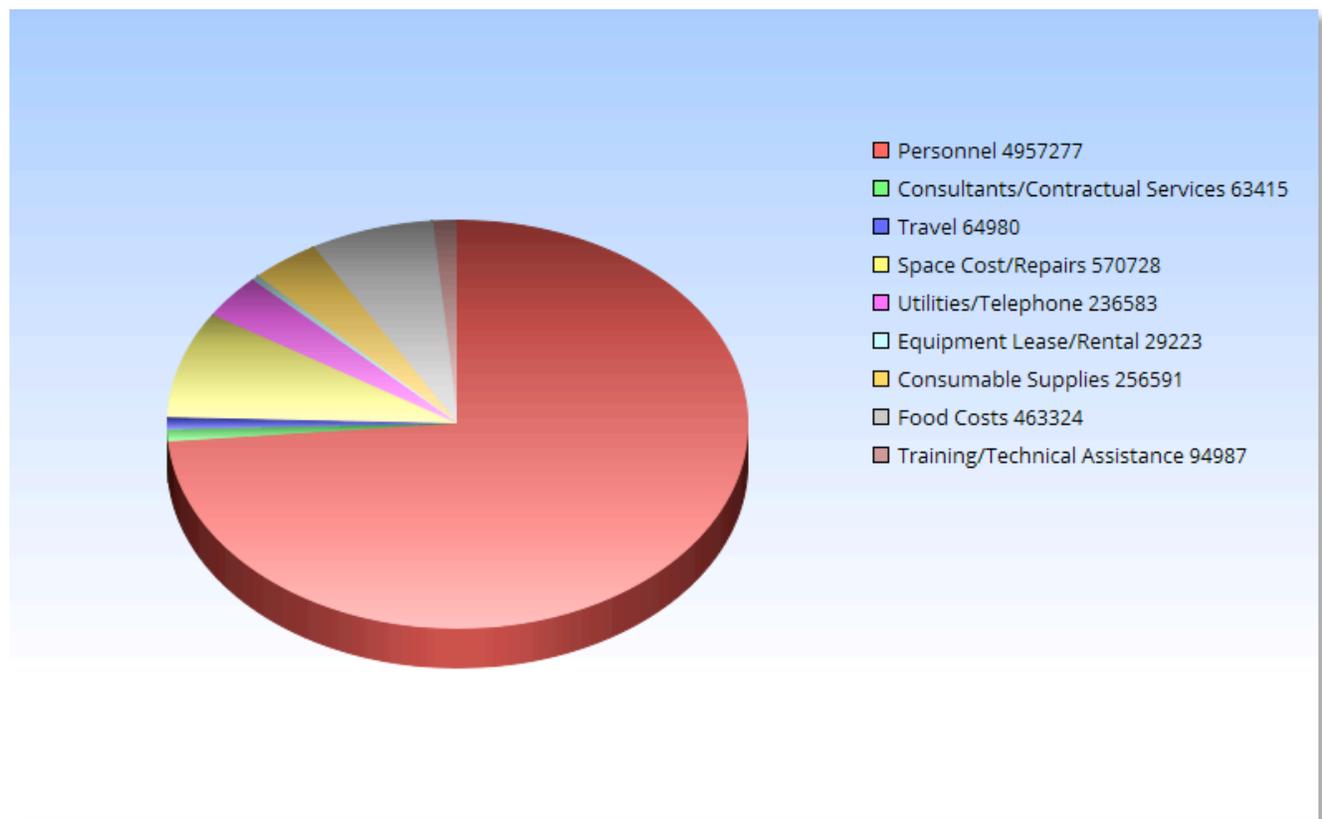
Dr. William Nesbit
Board Chairman

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

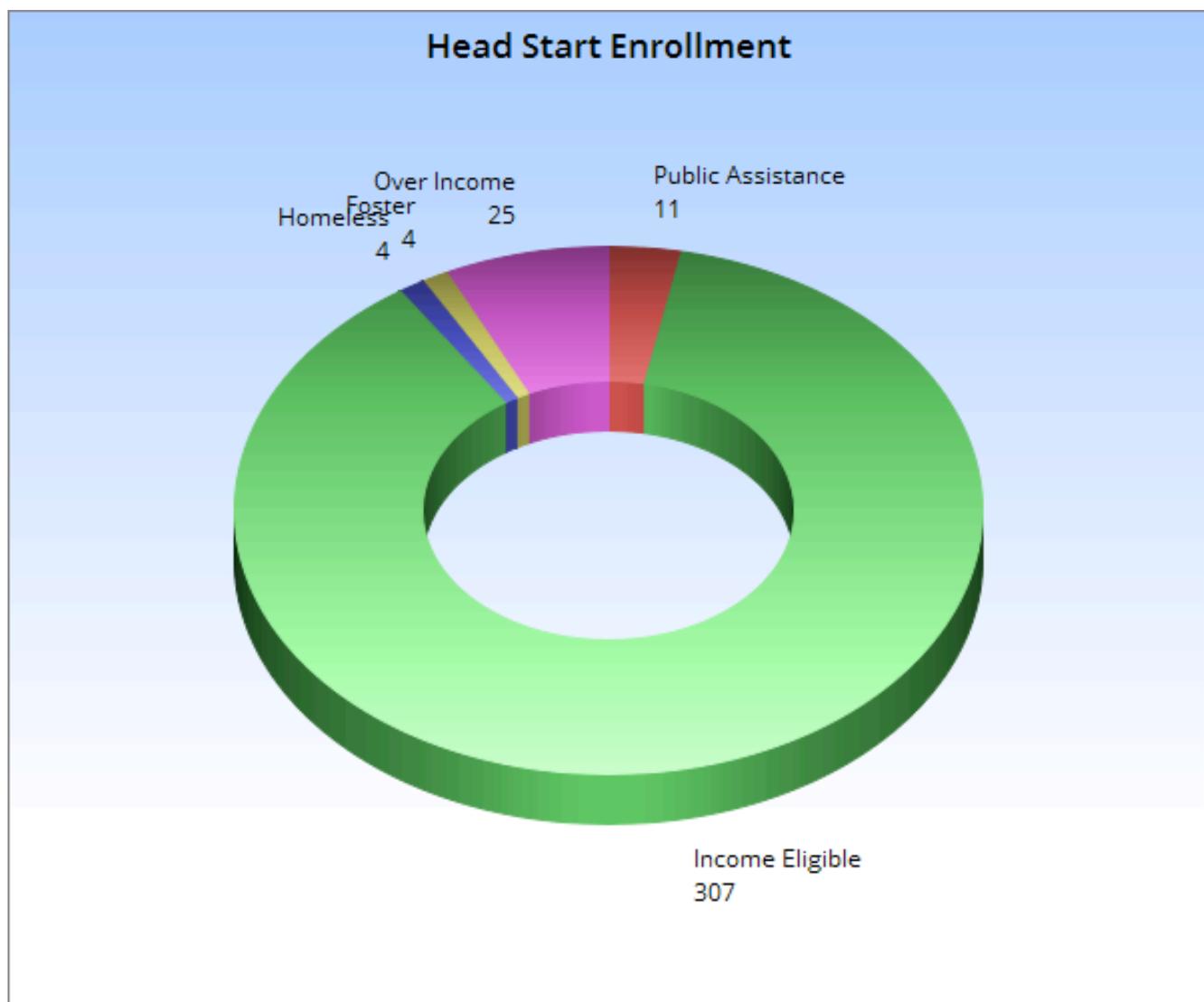
- Federal \$6,550,795
- State \$405,652
- State (pass-thru) \$420,027
- Local \$31,695
- In-kind donation \$1,318,571 (Donated Services, Volunteer, and Rent)



Budgetary Expenditures	2017-18	2018-19
Personnel	\$4,596,158	\$4,957,277
Consultants and Contractual Services	51,492	63,415
Travel	72,260	64,980
Space cost and repairs	553,096	570,728
Utilities and telephone	234,869	236,583
Equipment lease and Rental	34,737	29,223
Consumable Supplies	272,106	256,591
Food costs	465,641	463,324
Training and Technical Assistance	69,765	94,987

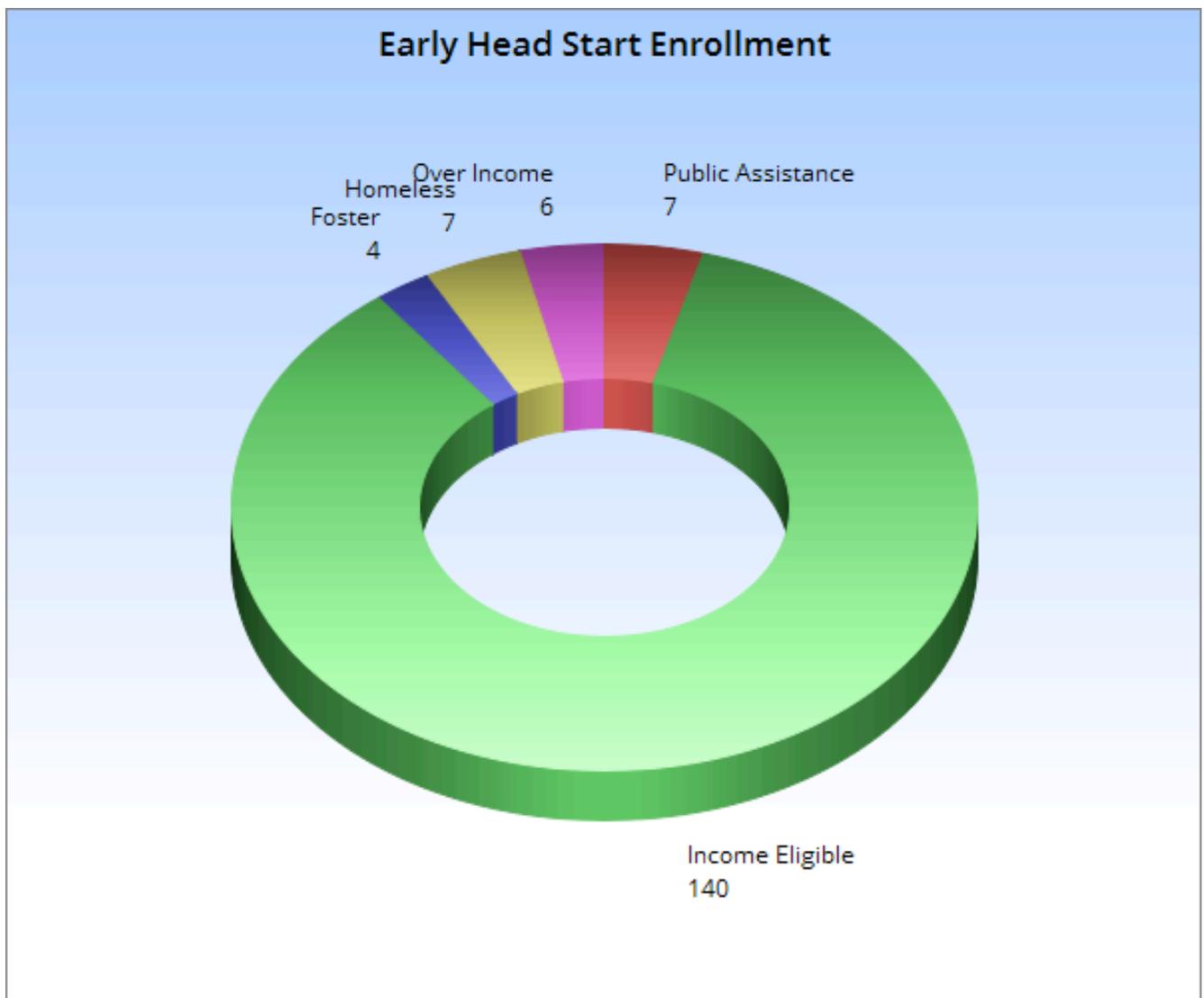


The Head Start program was funded to serve 294 children and served a total of 351 in the 2018-19 school year as well as 332 families. Eleven children were accepted based upon their receipt of public assistance. Three hundred seven children were income eligible according to the federal poverty guidelines. There were four foster children and four homeless. There were twenty-five children over income. The majority of these children were disabled. Ninety-three percent were income eligible or met other criteria.

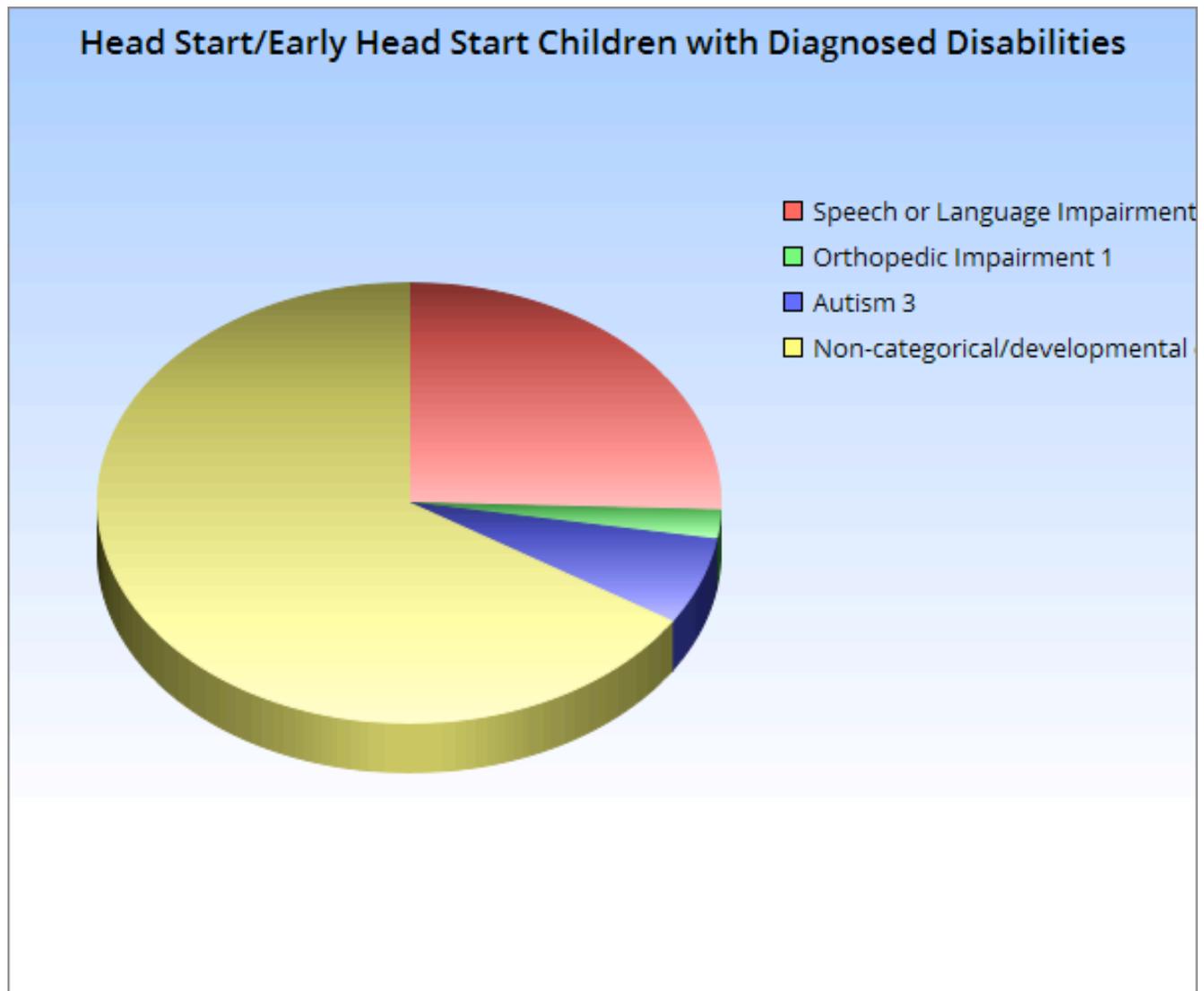


The Early Head Start program was funded to serve 136 pregnant moms, infants, and toddler and served 164 children and 145 families. Seven children received public assistance and 140 children were eligible by federal poverty guidelines. There were four foster, seven homeless, and six children over income.

McIntosh Trail ECDC was the only program in Georgia to receive an Early Head Start Expansion Grant. The grant began in February of 2019, but the 40 expansion pregnant moms, infants, and toddlers did not begin attending in August of 2019.



McIntosh Trail ECDC's Head Start and Early Head Start programs are required by Federal Performance Standards to make at least 10% of our funded enrollment available to children with diagnosed disabilities. The program has established strong collaborative relationships with Babies Can't Wait (Early Intervention 0-3) and all of the local educational agencies in the seven-county service area. Fourteen percent or 47 children were diagnosed with a disability in the program.



McIntosh Trail ECDC Inc. entered a Five-Year Funding Cycle in 2015-16 and 2018-19 was the fourth 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. They have reviewed and approved these goals on an annual basis.

2018-2019 LONG RANGE GOALS

LRG I: 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.

LRG II: 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.

LRG III: 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.

2018-2019 Progress on Long Range Goals:

Long Range Goal 1:

The Math scores were slightly down by 2% for the 2017-2018 scores when compared to the 2016-2017 school term, but did show a tremendous overall increase (Meeting/Exceeding Development) of 26% for 2018-2019 when compared to 2017-2018 scores. Improving math scores is one of our Five Year Goals at McIntosh Trail ECDC. Teachers plan for the development of all children using the TSG tools, helping to guide their planning and instruction. All new teaching staff are trained on the math curriculum during the two weeks of orientation and receive a CD of the High Five Mathematize Curriculum.

TSG 2016-2017 (McIntosh ECDC, Inc.)

Domains	Below Development Overall Totals			Increase of child development from Fall to Spring 14% Increase Overall	Meeting/ Exceeding Development Overall Totals		
	Fall	Winter	Spring		Fall	Winter	Spring
Math	46%	34%	32%	+15%	53%	66%	68%

TSG 2017-2018 (McIntosh ECDC, Inc.)

Domains	Below Development Overall Totals	Increase of child development from Fall to Spring	Meeting/ Exceeding Development Overall Totals

	Fall	Winter	Spring	13% Increase Overall	Fall	Winter	Spring
Math	30%	23%	17%	+13%	69%	76%	82%

TSG 2018-2019 (McIntosh ECDC, Inc.)

Domains	Below Development Overall Totals			Increase of child development from Fall to Spring 32% Increase Overall	Meeting/ Exceeding Development Overall Totals		
	Fall	Winter	Spring		Fall	Winter	Spring
Mathematics	55%	26%	17%	+39%	43%	73%	82%

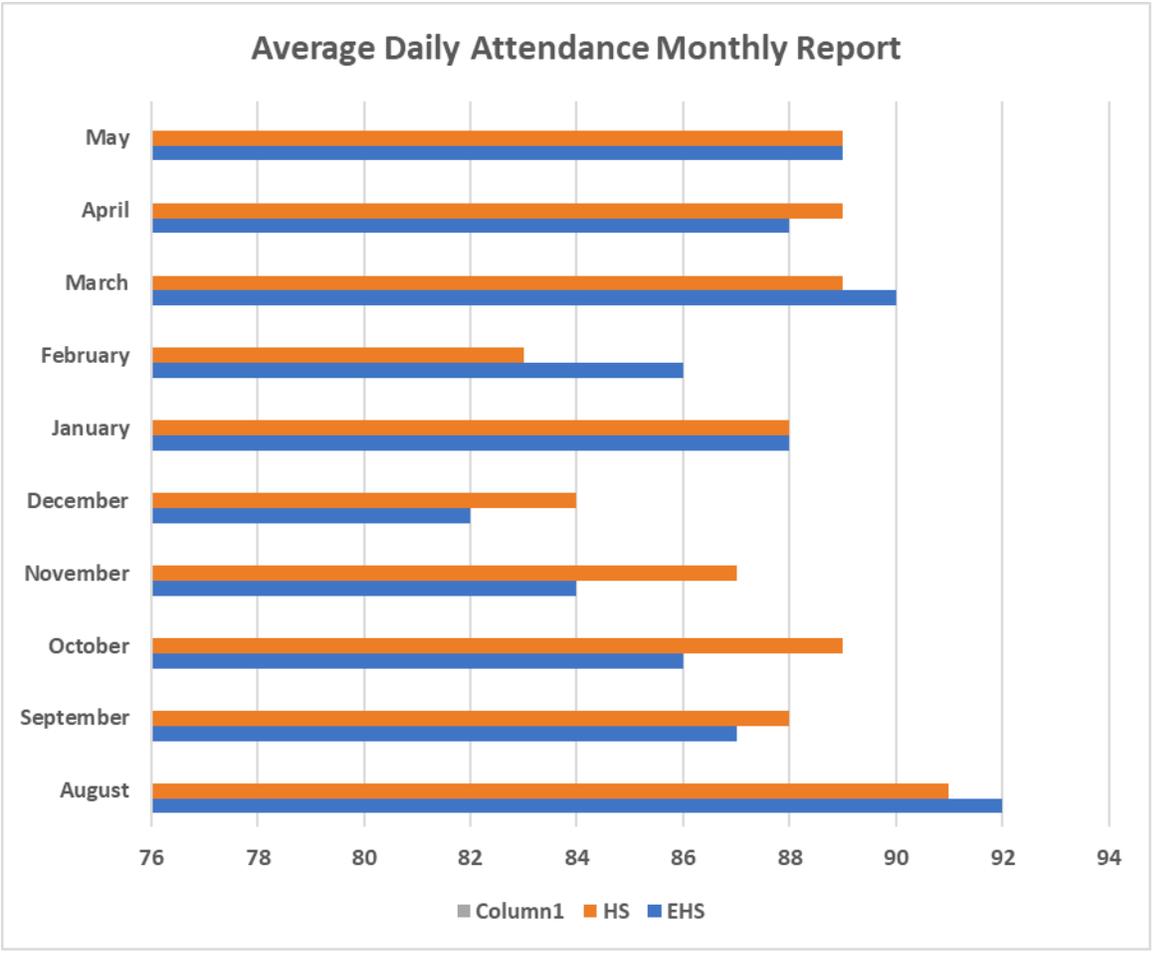
Long Range Goal 2: McIntosh Trail ECDC provided support for staff to implement collaborative agreements to assist parents of children enrolled in the program to be successful in meeting their desired education goals. Written collaborations are in place with Piedmont College, Southern Crescent College, Mercer University, Gwinnett College, Georgia Military College and Madison On-Line School to help parents obtain GEDs or higher educational levels. During the 2018-2019 school year MTECDC had 20 parents that were enrolled in college along with 1 parent that is enrolled in GED classes.

To help parents increase their job skills and qualifications, CPR/First Aid, FDC, and CDA classes has been or will be offered to parents. MTECDC provided CPR/First Aid training to 10 senior employees associated with SCEP (Senior Community Employment Program), Three Rivers Work Source, and Legacy Links. We also provide referrals for CNA classes. All parents are enrolled in the parent curriculum, Ready Rosie. Several trainings were provided to parents to inform them of the above services being offered

Long Range Goal 3: The objective in 2018-19 was to provide staff and parents training on the risk of chronic absenteeism to reduce the rate of chronically absent children. All staff were trained on attendance and the agency’s revised attendance procedures and forms. Parents were trained on the new procedures and the importance of their child’s daily attendance to school at parent meetings and trainings. Attendance information was sent home multiple times. Bookmarkers in English and Spanish were given to all parents. This was also a topic examined and discussed by the School Readiness Team. The local school system provided their absentee policy for the program to review and to be able to talk with parents transiting to the public-school system.

ChildPlus report 2301 (Attendance) was given to the Management Team, Policy Council, and Board of Director members at each monthly meeting. All governance members are encouraged to visit their local centers and “meet and greet” parents to encourage their child’s good attendance. Training on research, the importance of good attendance, and how to encourage good attendance was provided at all agency wide trainings, Pre-service, and Family Service monthly meetings.

The graph below shows MTECDC, Inc. “Average Daily Attendance (ADA) Monthly Report” by percentage for the school term of 2018-2019. The Head Start (HS) program finish at 88% for the year and Early Head Start (EHS) program finish at 87%. Combined together MTECDC, Inc. finish at 88% for the 2018 – 2019 school term.



Georgia Department of Early Care and Learning Collaboration (DECAL)

The state funded Pre-K program operated by McIntosh Trail Early Childhood Development Council served 115 children in four classrooms. The agency provided Pre-K in Newton, Henry, and Spalding Counties. These state dollars funded teacher salaries as well classroom supplies, fieldtrips, technology, and training. Head Start provided wrap around services for the blended two classrooms which were in Newton and Spalding counties.

Georgia Department of Early Care and Learning Collaboration (DECAL)

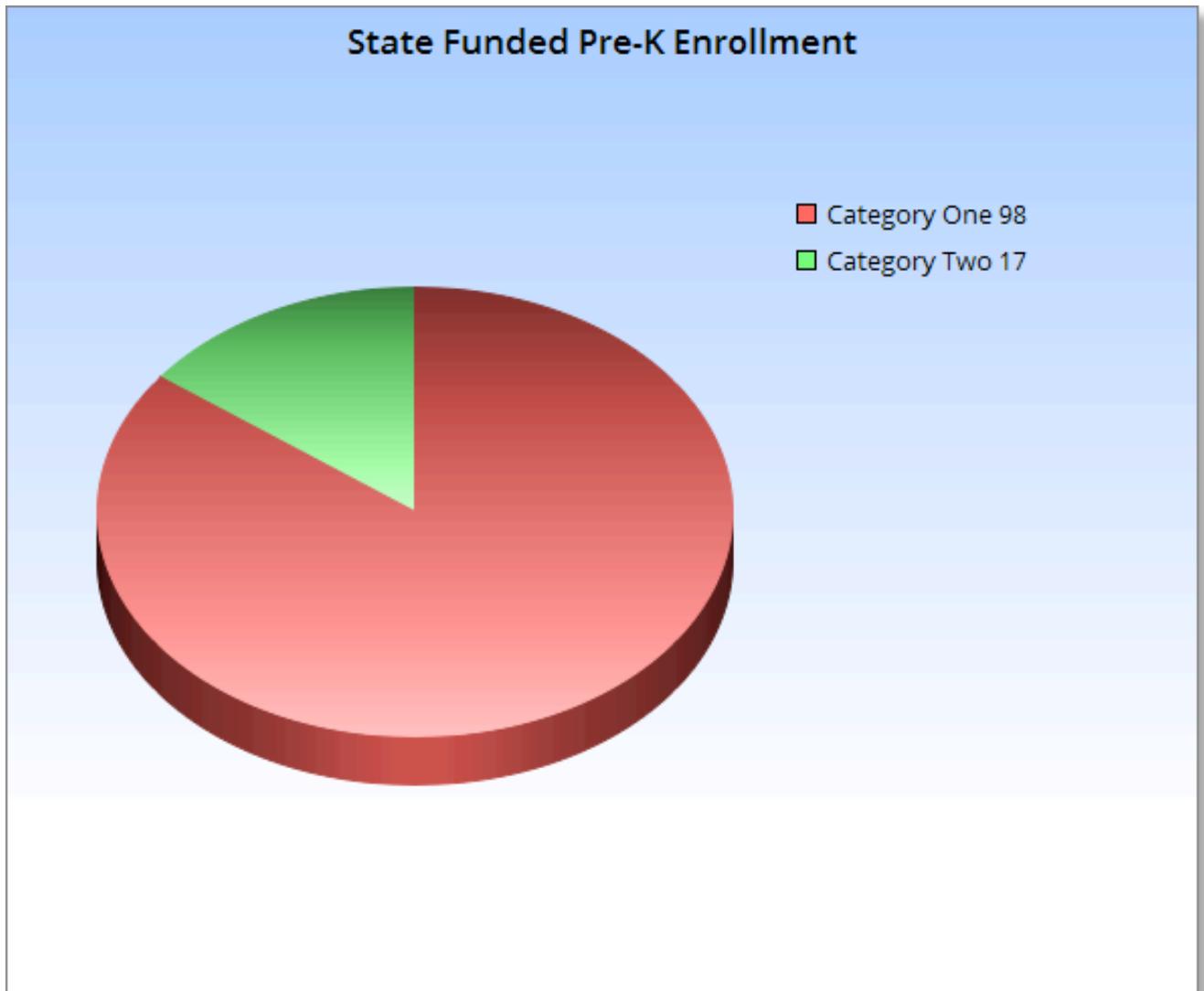
The state funded Pre-K program operated by McIntosh Trail ECDC served 115 children in four classrooms. The agency provided Pre-K in Newton, Henry, and Spalding Counties. These state dollars funded teacher salaries as well classroom supplies, fieldtrips, technology, and training. Head Start provided wrap around services for the two blended classrooms which were in Newton and Spalding 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 also. All children must be four years old by September 1st. of that school year.

Ninety-eight of those children were classified as Category I, which is similar to Head Start's eligibility requirements and denotes that those children met Federal poverty income guidelines. The remaining 17 children were Category II and had family income above Head Start's eligibility requirements. There are no income guidelines for Pre-K.

In 2018-19 DECAL offered two types of Summer Transition Programs which operated during June and July. Both offered high-quality instruction with a focus on language, literacy and math and were designed to reduce the achievement gap. A child's family **must** meet the income eligibility requirement; 85% of the state median income to participate. That program focused on rising Pre-K students who were age eligible for Georgia's Pre-K in the fall (4 years of age by September 1st) and their home language was Spanish. Rising Kindergarten was for students who were age eligible for

Kindergarten (5 years of age by September 1st) in the fall. Henry (2) and Spalding (1) had Rising Kindergarten classes.

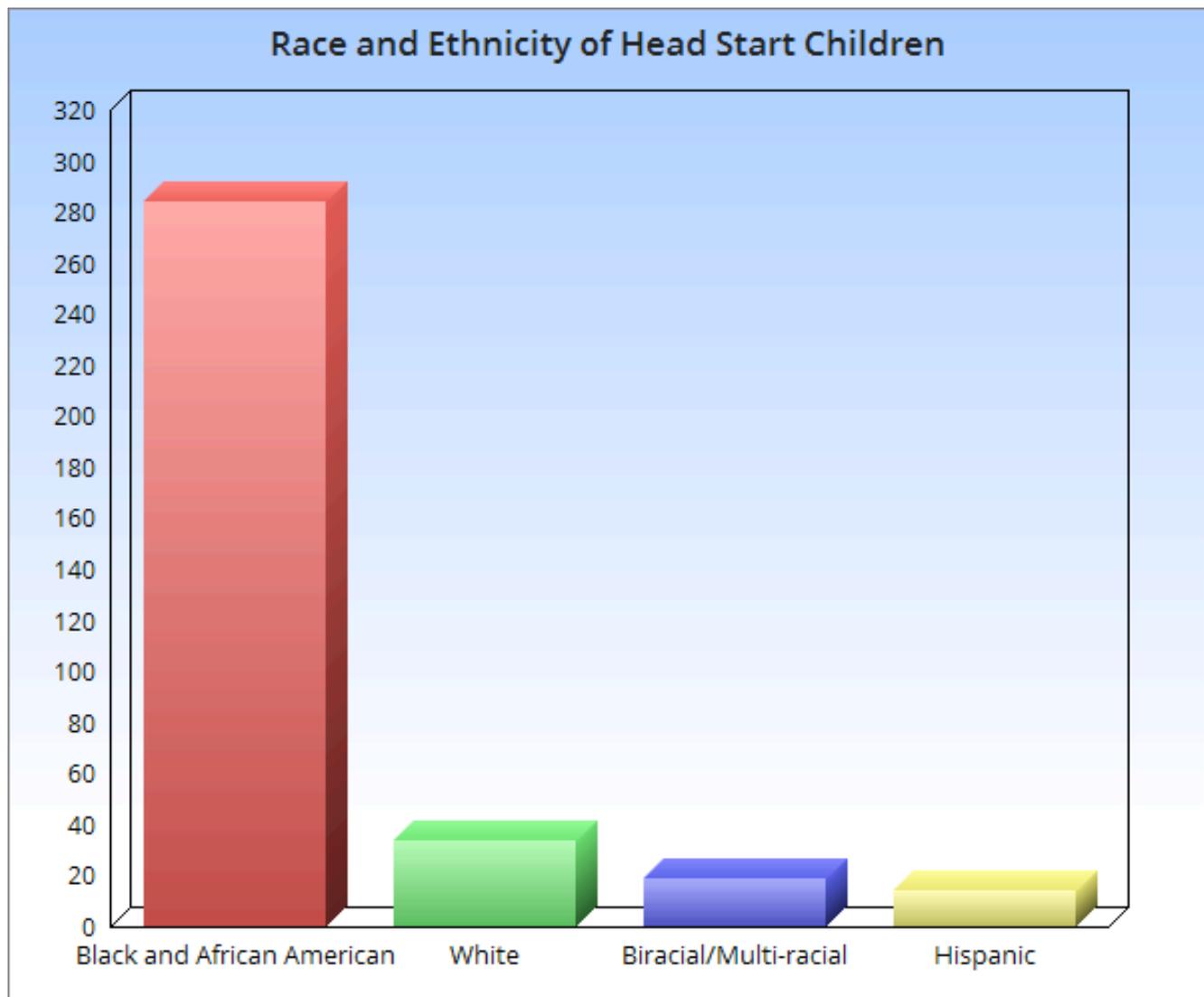


Ethnicity in Head Start and Early Head Start

Families were asked to identify their children as one of eight possible choices for race and ethnicity. The graph below demonstrates the information given by parents. Of the total number of children served that year, 499 stated that English was the

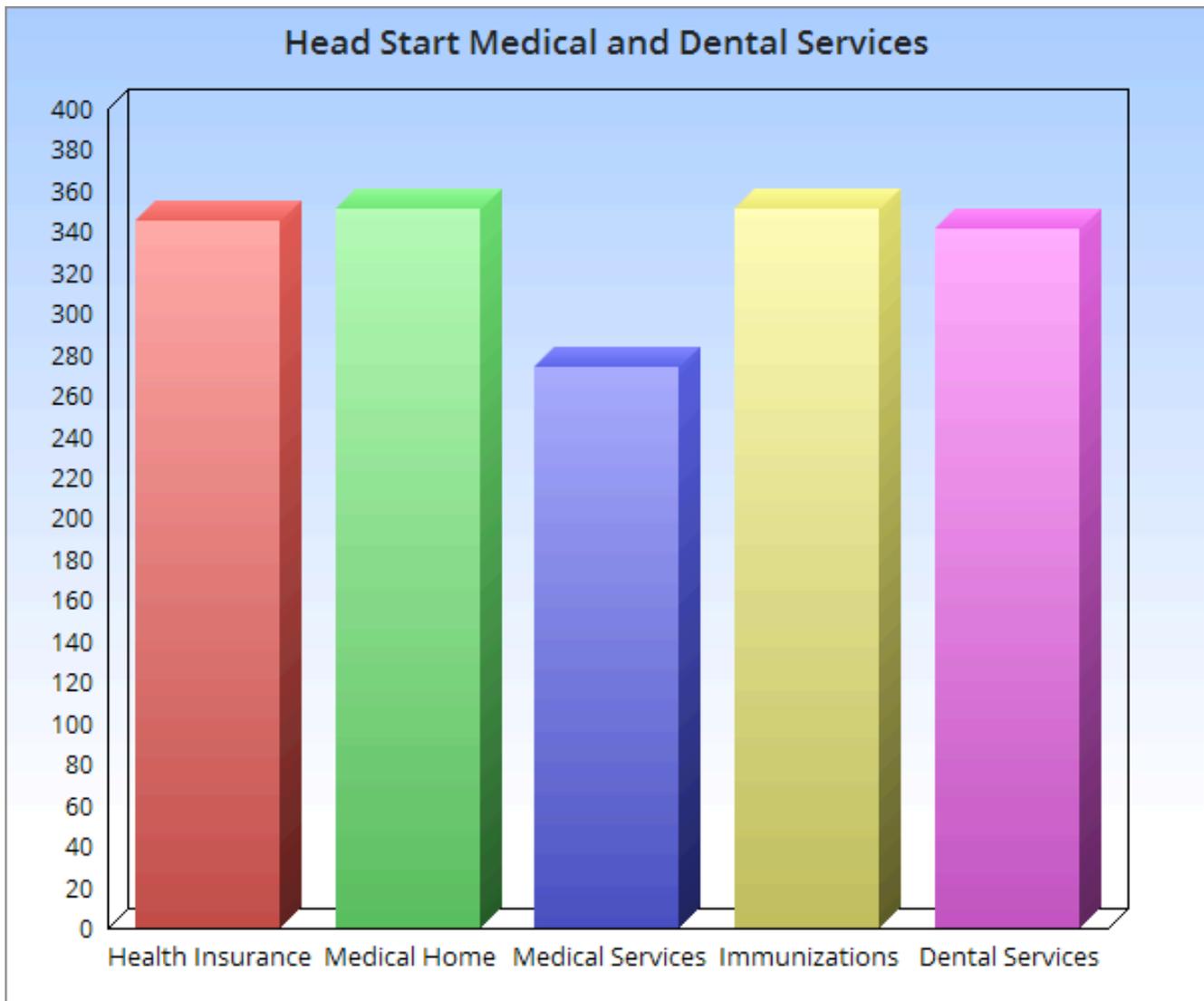
primary language. One child spoke a Caribbean language, 15 spoke Spanish, and one spoke a Middle Eastern & South Asian language.

Head Start program's systems and services support the cultural diversity of enrolled families. Staff members are trained to demonstrate their respect for and respond to the different cultures in their community and in their classrooms and center. Resources, guidance, and support are provided to staff and families about key multicultural principles and the implementation of these principles in their classrooms. Culture is a fundamental feature of Head and several staff members speak Spanish.



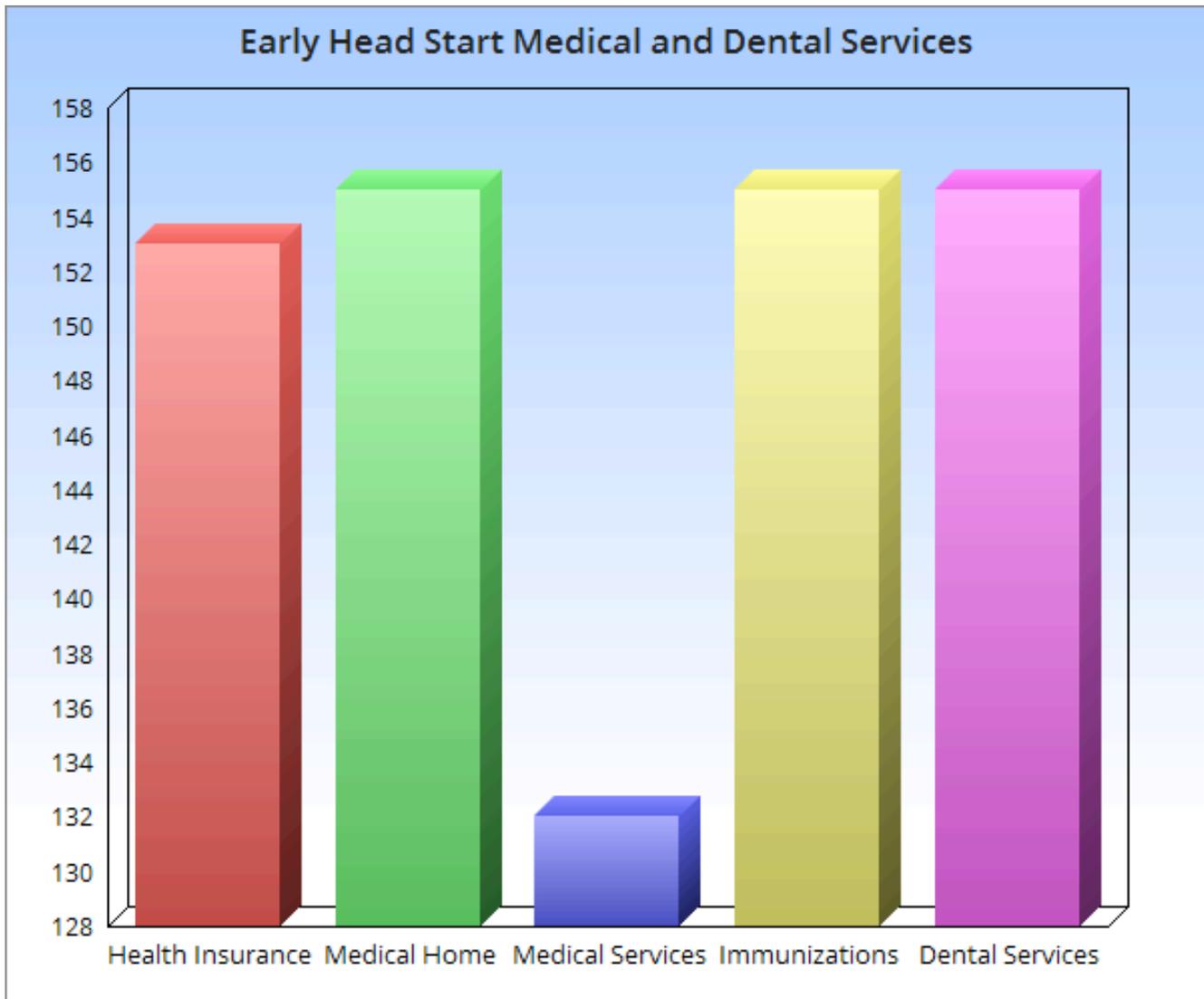
Experience shows a child with health problems, such as oral, mental, or nutrition, will have difficulty learning. Head Start staff provide high-quality health services, that will help each child grow. Children and families are connected with a health home in their local community which will support the family long after they transition into the public-school system. The services must be developmentally, culturally, and linguistically appropriate to support each child's growth and school readiness.

Additional medical and dental services are provided to all enrolled children and pregnant moms by both Head Start and Early Head Start programs. The program served 9 pregnant moms in 2018-19. The program assists those pregnant moms to access services, become educated about her needs and the needs of her baby, and be ready to provide a nurturing and stable home for her newborn. Each child was linked to a medical and dental home in their community. If a child does not have health insurance, Family Service Staff work with the family to refer to resources able to meet that need. Being current on immunizations is a state requirement that Head Start and Early Head Start must meet. Children not receiving services were due to dropouts, changes in enrollment, or parents refusing services. Training and resource information is made available in the form of community partners who provide information about their services at parent meetings or agency trainings. Each center has a space set aside for parent resource information that they are able to choose and take home.



Children in the Early Head Start program must receive “high-quality health, oral health, mental health, and nutritional services that are developmentally, culturally, and linguistically appropriate and that will support each child’s growth and school readiness.” This quote comes from Performance Standard 1302.40 (a).

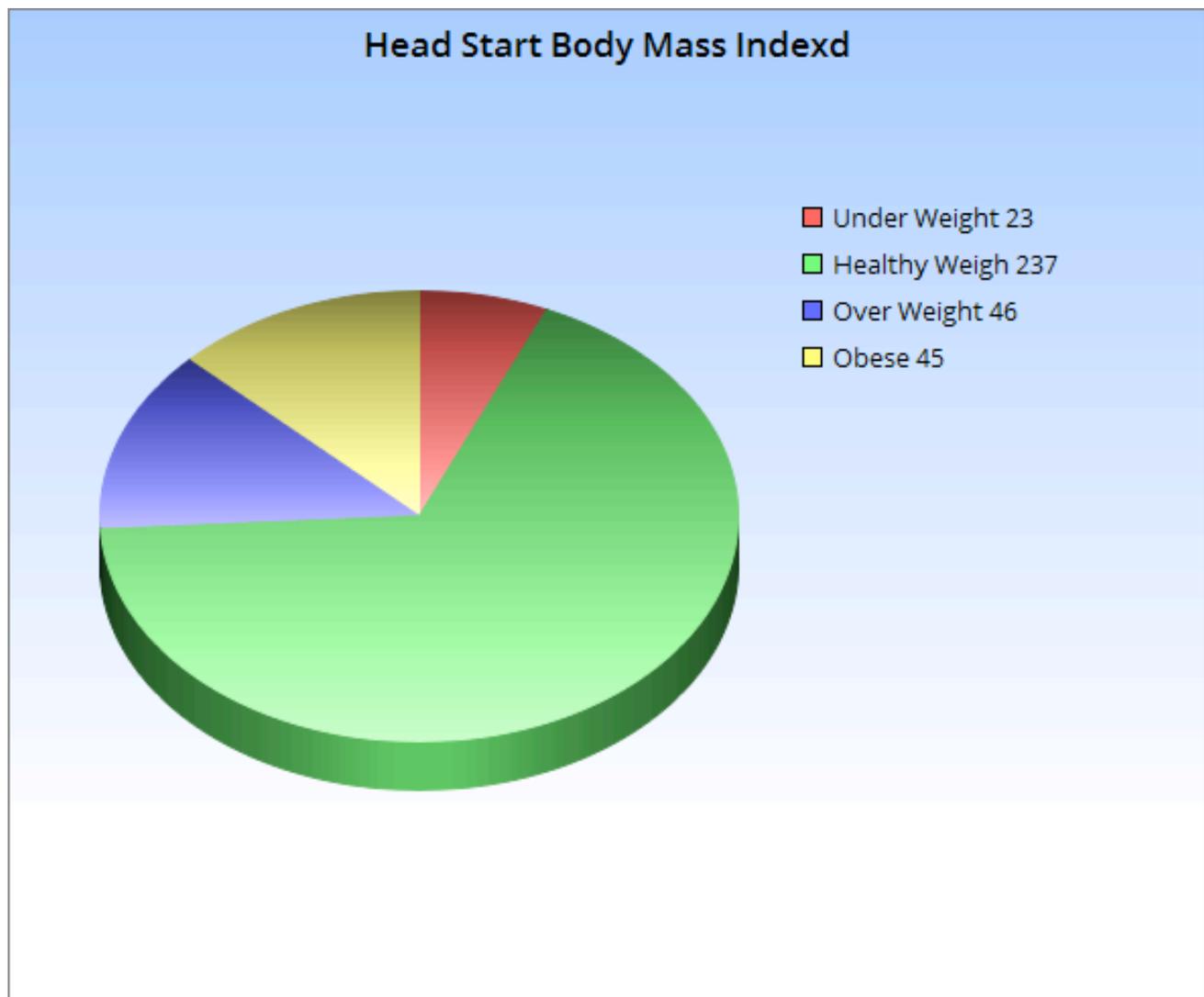
In all areas, the program collaborates and communicates with parents to encourage their involvement in the present and future health care of their children. They provide health education that will help parents understand the importance of being health to a life time of learning.



“Head Start (HS) and Early Head Start (EHS) constitute the largest public investment in ECE in the US, primarily providing services to children in poverty. In 2016, HS served about 40 percent of poor three- and four-year-olds, and EHS served fewer than 5 percent of poor children younger than three. Since their beginnings in the 1960s, HS and most EHS programs have included both center-based ECE services (typically provided for only part of the day and only during the school year) and comprehensive services for children and their families (such as nutritious meals and snacks, immunizations and screenings, and referrals or direct treatment for mental and physical health conditions).” This quote was taken from an article written by Taryn Morrissey, April 25,

2019, on the website Health Policy Brief, Culture of Health, The Effects of Early Care and Education on Children's Health.

All children's height and weight are completed two times each 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. Families are encouraged to review the menus weekly and submit recipes which reflect a variety of different cultures.



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, 2019, and the related statements of activities, functional expenses and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated March 6, 2020.

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 and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs as item 2019-001 that we consider to be a material weakness.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether McIntosh Trail Early Childhood Development Council, Inc.'s financial statements are free from 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*.

McIntosh Trail Early Childhood Development Council, Inc.'s Response to Findings

McIntosh Trail Early Childhood Development Council, Inc.'s response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. McIntosh Trail Early Childhood Development Council, Inc.'s response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

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
March 6, 2020



**INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND
REPORT ON INTERNAL CONTROL OVER COMPLIANCE
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, 2019. 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, 2019.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as item 2019-002. Our opinion on each major federal program is not modified with respect to these matters.

McIntosh Trail Early Childhood Development Council, Inc.'s response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. McIntosh Trail Early Childhood Development Council, Inc.'s response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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.

McIntosh Trail Early Childhood
Development Council, Inc.
Page Three

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 and therefore, material weaknesses or significant deficiencies may exist that have not been identified. 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.



Macon, Georgia
March 6, 2020

Information about Family Engagement Activities:

Fathers play a very important role in the success of their child's life. 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 2018-19 school year 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: Father/Daughter Dance, Grandparents Day, various parent trainings, Thanksgiving luncheon, Donuts for Dads, Career Day, Dads reading to Children Day, Valentine Dance, Science Fair, and end of the year celebration".

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. The agency had a total of 119 father figures to participate in the centers and programs for the 2017-18 school year.

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 ReadyRosie was implemented which is a research based parenting curriculum that builds on parent's knowledge. The implementation began in the summer of 2017.

Monthly parent meetings are held in each center with training provided. A total of 810 parents attended parent training compared to 537 during the year before.

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 2018-19 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 although there was a 10% overall increase for 2018-19.

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

	Program Score			National Average
	Fall	Winter	Spring	
Instructional Support	3.8	3.9	4.01	2.31
Emotional Support	5.8	5.7	6.1	5.66
Class Organization	4.9	4.8	5.3	5.28

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

Teaching Strategies Gold is a research based assessment used by the teachers to assess the children’s development and follows the child from birth until age six. In the spring of 2018-19 the children averaged an increase of 32% (all seven learning areas combined) over the Fall scores. There was an overall average increase of 19% in children who moved from below the expected development to exceeding development from the fall to the spring. In the fall 47% of the children were meeting their expected development. That number improved to 67% by the Winter and 80% by the Spring.

The Math scores were slightly down by 2% for the 2018-19 scores but did show a tremendous overall increase (Meeting/Exceeding Development) of 26% for 2018-19 when compared to the 2017-18 scores.

SPECIAL NOTES

Each Head Start and Early Head Start program (combined) is mandated to have at least 10% of the enrollment filled with children who have diagnosed disabilities. The program served 14% or 48 children birth to five.

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.

In February of 2019, McIntosh Trail ECDC was the only program in the state of Georgia to be awarded an EHS Expansion Grant. There were 12 grants awarded in Region IV. The program was able to serve 40 additional EHS children and their families.

Local grant: Griffin-Spalding County Hospital Authority awarded the Spalding County center \$15,000 to buy medical supplies for that county's center.

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.