



PRIME TME, Inc.

PRIME TIME Head Start—Ouachita Parish

2018 – 2019 Annual Report



PRIME TIME
Head Start

**PRIME TIME Head Start: Ouachita Parish
2018 – 2019 Annual Report**

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I. Introduction: Welcome to PRIME TIME Head Start

The mission of PRIME TIME, Inc.® is to ***create the precondition for future learning among economically and educationally vulnerable families.***

Created by the Louisiana Endowment for the Humanities (LEH) in 1991, PRIME TIME, Inc. (PTI) offers a set of unique, humanities-focused, and outcomes-based programs designed to engage, support and educate underserved children and families. Our programs are proven to generate long-term improvements in family engagement and student academic achievement. Programs include family reading and discussion programs, teacher professional development workshops, and head start services. Through our suite of programming, we aim to create communities in which children and their families develop into self-directed, self-motivated lifelong learners who are eager to absorb the world around them through literature, questioning/inquiry, and meaningful interaction with others.

Building on nearly 30 years of experience in implementing high-quality, high-impact family education and engagement programs, we have expanded program philosophy to direct educational service by operating the Head Start program in Ouachita Parish, Louisiana. Through partnerships and community collaborations, we serve up to 555 Ouachita Parish students (3 and 4 year-olds) and their families by delivering a comprehensive Head Start service model with a developing emphasis on humanities education. With 115 trained professionals on our staff, we partner with families to prepare our 3 to 4 year-old students for kindergarten and ongoing success. This work is conducted across 4 centers and 31 classrooms

To ensure the implementation of a world-class Head Start program, our program partners with Shine Early Learning (SEL), a national leader in directly operating and supporting quality Head Start projects. By combining the administrative capacity, community roots, and family education strategies of PRIME TIME with SEL's Head Start expertise and experience, we have established a program design and management infrastructure that allow leaders to use data to drive decision-making at all levels. We have a proven early childhood education approach featuring comprehensive teacher training, support, and assessment that includes coaching and a success rubric. Additionally, our research-based curriculum for parent engagement establishes family life practices that are clearly linked to positive child outcomes.

In partnership with parents, policy council, board, employees, and community agencies, we bring a relentless focus on positive child and family outcomes to close the achievement gap and build a better future for Ouachita Parish children and families. The results of our efforts continue to show promise. During the third quarter of the 2018-2019 academic year, our students showed significant academic growth on Teaching Strategies Gold (TS Gold) assessments. PTI set goals for mastery of skills for 3-year olds and 4-year olds attending the program, aiming for 45% mastery in each domain by year's end. The transitioning 4-year olds exceeded these goals, with 58% achieving mastery in Social-Emotional/Approach to Play (SE/ALP), 56% mastery in Language/Literacy (L/L), and 50% mastery in Math/Science (M/S). The assessment found even more improvement among 3-year olds who displayed 77% mastery in SE/ALP, 73% mastery in L/L, and 65% mastery in M/S. These results are not only validating, they are motivating.

As the sole Head Start grantee for Ouachita Parish, LA, PTI has overcome major facilities challenges and was licensed to serve 506 children and their families across four facilities located in needy areas throughout Ouachita Parish during 2018-19. Below is a summary of our progress in resolving facilities challenges since beginning this important work.



YEAR 1 (2 month period; 9/01/16 - 10/31/16): On September 16, 2016, PTI was awarded the grant to provide Head Start services in Ouachita Parish. The first year of the grant included a brief period of transition. From 9/16/16 to 10/15/16, PTI pursued key tasks including: completing existing facility assessments; conducting community meetings; and beginning employee recruitment. PTI requested transfer of fixed assets (including 2 facilities) from the previous grantee on 9/28/16. ACF then directed transfer of the requested assets to PTI by 12/1/16. Noting that the previous grantee was likely to resist transfer orders, PTI began identifying alternative facilities in October 2016.

YEAR 2 (11/01/16 - 10/31/17): Committed to resuming services to families, PTI set program goals which led to the following: signing facility leases with two community partners; upgrading two facilities in accordance with HS, state licensing, and local regulations; hiring and training employees; completing reconciliation of child files from previous grantee; formalizing community partnerships; maintaining parent outreach; enrolling students, and forming an active policy council. The first two centers were licensed and began operations in June 2017 serving 240 students/families.

YEAR 3 (11/01/17 - 10/31/18): Continuing to build a solid foundation and responding to ambitious program goals, PTI completed the following: signing an additional facility lease, upgrading and opening the 3rd facility in April 2018, maintaining communication with OHS and the Region 6 office about directed transfer of fixed assets, developing an enrollment action plan to reach funded enrollment (555) in 2019.

YEAR 4: (11/01/18 - 10/31/19): PTI continued to serve as many eligible students and families as possible by opening a 4th, temporary facility by the end of March 2019. Like the others, this newest facility was secured based on our ongoing shepherding of invaluable community relationships, a clear commitment to excellence, and proven gains in student academic outcomes. The 4th facility, set in a high need community, serves 140 additional students/families. As a result, total licensed capacity reached 506, and a total of 519 students were enrolled during the year (up to 120 students were enrolled for part-day services; facility licensed capacity was never exceeded).

LOOKING AHEAD TO YEAR 5 (11/01/19 – 10/31/20): In April 2019, PTI submitted an application to OHS requesting permission to convert all part-day/school-year slots to full-day/school year slots which is most needed and requested among parents. This proposed adjustment to the program aligns with both national and community data (summarized below). The proposed plan includes converting 120 part-day program slots to 70 additional full-day slots as well as converting all available slots to school-year. This change would result in a single program option for all families, increasing the program's responsiveness to family needs as well as equity in services provided. The requested change in scope will reduce funded enrollment from 555 to 505, a 9% enrollment reduction with no change to the funded amount. Further, on January 25, 2019, nearly 2.5 years after the initial request and OHS' directed transfer order, the sale and transfer of the properties located at 1111 Thomas Avenue and 1517 Jackson Street were finally resolved. We began the work necessary to renovate and ready the Thomas/Wilson site for permanent use (replacing the temporary Stubbs location) by August 2020.

PTI has worked doggedly alongside the Office of Head Start and community stakeholders throughout Ouachita Parish to secure facilities that can support compliance as well as funded enrollment. We are proud of our progress in building the program, inspired by the gains achieved by our students and families to date, encouraged by our community partners, and excited about the future of early childhood education in Ouachita Parish.



II. 2018 – 2019 Program Snapshot

a. Program Information

Key Totals, Percentages & Averages	OHS Grant Funding	\$7,176,172
	Total Expenses	\$7,176,172
	Funded Enrollment	555
	Total Enrollment	519
	Average Monthly Attendance	80.9%
	Percentage of Eligible Children Served	93.6%
Key Facility Details	Number of Operational Centers	4
	Number of Classrooms	31
Key Staff Details	Number of Teachers/Teacher Assistants	64
	Number of Teachers/Teacher Assistants with an ECE advanced degree	2
	Number of Teachers/Teacher Assistants with a baccalaureate degree	17
	Number of Teachers/Teacher Assistants with an associate degree	18
	Number of Teachers/Teacher Assistants with a Child Development Associate credential	13
	Number of Teachers/Teacher Assistants enrolled in a degree/certificate program	10
	Number of staff members	115
	Number of staff members who are current or former HS parents	38

b. Student Information

Returning & Transitioning	Number of Returned for a Second Year Students	105
	Number of Transitioned to Kindergarten Students	52
Ages	Number of 2 year-olds	100
	Number of 3 year-olds	357
	Number of 4 year-olds	62
Race & Ethnicity	Number of American Indian or Alaska Native Students	2
	Number of Black or African American Students	469
	Number of White Students	24
	Number of Bi-racial / Multi-racial Students	20
	Number of Students with no Specified Race / Ethnicity	4
Primary At-home Language	English	515
	Spanish	3
	Middle Eastern & South Asian Languages	1
Key Health & Medical Details	Percentage of Enrolled Children with Complete Medical Exams	53.7%
	Number of Students with Medical Home	375
	Percentage of Enrolled Children with Complete Dental Exams	100%
	Number of Children with Dental Home	376
	Number of Children with Health Insurance	375
	Number of Children with Medical Home	375
	Number of Children Up-to-Date on Immunizations	373
	Number of Children with a Diagnosed Disability	34

c. Family Information

Parent Engagement	Percentage of Family Engagement Network Meeting Participation	55.7%
	Percentage of Parents Volunteering in Classroom	53.7%
	Percentage of Parent/Child Home Activity	48.6%
	Percentage of Parent-Child Reading at Home	47.7%



III. Program Goals

19-20 GOAL 1	19-20 Measurable Objectives	18-19 Progress/Outcomes
Early Learning Goal: Implement our Education approach in service of our mission to close the achievement gap.	A. Prepare children for school readiness. 45% of Transitioning children will achieve mastery score using the TS Gold system in each domain at Q3 assessment. -Social-Emotional/Active learning and Play (SE/AL) 5.86 or above -Language/Literacy (L/L) 5.20 or above -Math/Science (M/S) 5.50 or above	In 2018-19, based on Q3 assessments using the TS Gold system, 58% of Transitioning children achieved mastery (scored 5.86 or above) in Social-Emotional/Active Learning and Play, 56% achieved mastery (scored 5.20 or above) in Language/Literacy, and 50% achieved mastery (scored 5.50 or above) in Math/Science. The 18-19 progress measure of 45% was exceeded in all three domains.
	B. (1) 75% of Year 1 teaching staff will score Beginning (exceeds the HS relative threshold) or better on Teacher Success Rubric Section 1 (CLASS). (2) 95% of Year 2 teaching staff will score Emerging (is above the HS relative threshold but below the HS average) or better on Teacher Success Rubric Section 1 (CLASS) (3) 70% of Year 3 teaching staff will score Implementing (comparable to the HS average) or better on Teacher Success Rubric Section 1 (CLASS). Selections listed below: <ul style="list-style-type: none"> • Emotional Support • Classroom Organization • Instructional Support 	In 2018-2019, based on internal Spring CLASS observations and Section 1 of the Teacher Success Rubric (1) 70% of teaching staff scored Emerging or better in Emotional Support, (2) 43% scored Emerging or better in Classroom Organization, and (3) 70% scored Emerging or better in Instructional Support. The 18-19 goal was 95% teachers will achieve CLASS scores above the HS 10% threshold, this goal was not met.

19-20 GOAL 2	19-20 Measurable Objectives	18-19 Progress/Outcomes
Family Services & Health Goal: Implement our Family Services and Health approach in service of our mission to close the achievement gap.	A. Implement the researched-based family curriculum, Shine on, Families. (1) 60% of families will engage in at least one of the Shine On, Families' (SOF) strategies, (2) 30% of the families meeting targets of reading to their children, (3) 30% using the PEER cards, and (4) 30% participating in a group activity (Q3).	During Q3 of the 2018-2019 Program Year: (1) 50% of families attended at least one Family Engagement Network Meeting. (2) 66% of the families meeting targets of reading to their children, (3) 68% used the PEER cards, and (4) 50% participated in a family classroom group activity The 18-19 goal of 50% was exceeded.
	B. Implement Family Self Sufficiency Goals best practices. 60% of Family Self Sufficiency goals will have reached Moderate or Major progress (Q3).	At the end of Q3 of the 2018-2019 Program Year, 32% of Family Self Sufficiency goals had reached Moderate or Major progress. The 18-19 goal of 50% was not met.
	C. Ensure timely and effective Health Follow-up. (1) 90% of children will be up-to-date on EPSDT at PIR submission, with evidence of consistent follow-up for children who are not. (2) 85% of reportable acute health concerns and 100% of chronic health concerns identified will have received or be receiving treatment with evidence of follow-up with families at PIR submission.	(1) At the end of July 2019, 70% of children served were up to date on EPSDT. The 18-19 goal of 85% had not been met. For those who were not up to date, 100% had planning notes. (2) At the end of July 2018, 38% of reportable Acute/Chronic health concerns identified had received or were receiving treatment. The 18-19 goal of 75% Acute and 100% Chronic having received or receiving treatment had not been met. Of those Acute and Chronic health concerns identified that had not received treatment, 100% had follow-up notes, indicating consistent follow-up best practices. (note: 112 of these children are expected to return for PY 19-20 and follow up will continue)



19-20 GOAL 3	19-20 Measurable Objectives	18-19 Progress/Outcomes
Program Design & Management Goal: Implement our Monitoring, Systems & Analysis approach in service of our mission to close the achievement gap.	A. Implement Self Assessment Tool (SASCIE) with fidelity. All year 3 indicators of the Transition SASCIE will be successfully completed. The program will score at least Beginning / Compliant on all items in SASCIE.	At the end of June 2019, 98% of year 2 indicators had been successfully completed. We expect to complete all remaining year one indicators before the final Year 2 checkpoint.
	B. The Program will conduct 3 PIR audits, with improvement between audits and at least 80% of Information complete at the final (Q3) audit.	MBI reports were produced and distributed weekly at 100%. By March 2019 Historical EOM and ADA reports were distributed monthly and drive attendance and recruitment discussions in leadership meetings.
	C. Implement 95% compliance around CACFP regulations, facilities, and janitorial services.	This is a new objective for 19-20.

19-20 GOAL 4	19-20 Measurable Objectives	18-19 Progress/Outcomes
Program Integration Goal: Build organizational structure and capacity in service of our mission to close the achievement gap.	A. Advance humanities pedagogical and programmatic integration. (1) 100% of teaching staff will complete PRIME TIME HomeRoom training by the end of the program year. 100% of experienced teaching staff will be offered a HomeRoom refresh. (2) 100% of operational centers will offer PRIME TIME Preschool programs by the end of the program year. A minimum of 7 families will enroll at each center. 65% of participants will attend at least 4 of 6 sessions.	(1) The 18-19 goal of 75% workshop completion was met. In June 2019, 98.1% of current teaching staff completed a PRIME TIME Homeroom workshop. (2) The 18-19 goal of 100% of operational centers offering PRIME TIME Preschool was met. Each center offered the program to up to 15 families once during Fall 2018 and again during Spring 2019. Across the 3 operational centers 68 families participated in the programs. Neither progress measure includes the 4 th , temporary, center which opened in late April 2019.
	B. Acquire additional facilities necessary to accommodate funded enrollment. 100% of available program slots across program options will be filled by the end of the program year.	100% of available program slots were filled during the 18-19 school year. PTI is still working to resolve the facilities issues that prevent reaching funded enrollment. PTI acquired a 4 th temporary facility during the 18-19 program year. The lease agreement on the 4 th site was executed on October 31, 2018. The center was licensed in late April 2019 and opened April 24, 2019. PTI submitted a funding request to renovate and prepare the recently acquired federal interest properties for permanent use and to reach funded enrollment. PTI submitted a change in scope request to convert all part-day/school-year slots to full-day/school year slots.
	C. Increase collaboration between teams within the organization. Surveyed staff will report growth to an average score of 4.0 (strong) out of 5.0 on relevant factors of the Wilder Collaboration Inventory by the end of Q2.	Every category (14 metrics) improved from the prior year's survey. In the prior survey, 50% of categories scored a 3.0, which placed them in the "concerns that should be addressed" range. 0% of categories scored in this range in the '18-'19 survey, marking significant improvement. PTI jumped from a 3.1 on the prior year's survey to a 3.7 during '18-'19, only .3 away from the ultimate goal.

IV. Program Monitoring

a. Federal Monitoring Overview

The Office of Head Start (OHS) uses the Head Start Monitoring System to measure the performance and accountability of Head Start programs across the country. OHS assesses grantee compliance with the Head Start Program Performance Standards, the Head Start Act, and other regulations. The Head Start Monitoring System gives OHS a multi-year perspective on grantee operations with a focus on performance, progress, and compliance. It also provides grantees with opportunities for continuous improvement. This system conducts off- and on-site reviews, and disseminates its findings through formal monitoring reports.

The Aligned Monitoring Virtual Expo provides a comprehensive introduction to the Head Start monitoring process and each of the review topics. The AMS 2.0 Focus Area Reviews take a systemic view of a grantee’s services and functions across the five-year grant cycle. It creates a more progressive monitoring system that is able to evaluate grantee compliance, progress, and performance across multiple years of program implementation, instead of simply capturing data from grantees at a single place in time.

- Classroom Assessment Scoring System (CLASS®)
- Focus Area One: Understanding the Approach to Program Services
- Focus Area Two: Understanding Performance for Continuous Program Improvement

AMS 2.0 will provide OHS with the performance data needed by year four of the grant cycle. The data is used to determine whether the grantee will need to compete for further Head Start funding according to the Designation Renewal System (DRS). OHS also will better distinguish between compliance and quality, enabling them to identify and track elements that reflect strong performance.

i. Classroom Assessment Scoring System (CLASS®) Monitoring Review

During the 2018-19 school year, PTI was evaluated by the Office of Head Start onsite CLASS review from January 15 – 19, 2019. The results of the continued coaching, PLCs and ongoing professional development resulted in a successful CLASS review. The use of continued coaching, curriculum collaboration meetings, assessment workgroups will continue to build on teachers’ capacity to provide high-quality interactions to ensure children are socially and academically school ready.

Results of OHS CLASS OBSERVATION - PTI conducted on 1/15/19 to 1/19/19

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.1382	Classroom Organization	5.8772	Instructional Support	2.5088

DIMENSIONS					
Positive Climate	6.08	Behavior Management	6.42	Concept Development	1.50
Negative Climate*	1.00	Productivity	6.18	Quality of Feedback	2.37
Teacher Sensitivity	5.95	Instructional Learning Formats	5.03	Language Modeling	3.66
Regard for Student Perspectives	5.53				

ii. Focus Area Two: Understanding Performance for Continuous Program Improvement Review

During the week of February 25, 2019, the Office of Head Start conducted a Focus Area 2 monitoring review of our program. **On April 30, 2019, PTI received its FA2 monitoring review report which noted the need for improvement in a single area among sixty-five. As a new grantee, we were exceedingly proud that our program was deemed successful on 64 compliance points. We were also determined to correct the one area of non-compliance.**

The FA2 monitoring report noted, “The grantee did not within 90 calendar days after the child first attended the program obtain determinations from health care and oral health care professionals as to whether or not children were up-to-date on a schedule of age-appropriate preventive and primary medical and oral health care.”

Upon receiving notice of the area of noncompliance, PTI worked diligently implement strategies to ensure we meet the *Child Health Status and Care* requirement for the 2019-2020 school year and for years to come. Over a period of 90 days, the staff worked to attain 100% compliance for physical and dental requirements as detailed within HSPPS 1302.42(b)(1)(i).

- PTI attained 100% Compliance with the 90-Day Physical Requirement.
 - 99.1 (344 students) have obtained physical determinations from healthcare professionals and 0.9% (3 students) had parents/guardians submit letters of refusals for healthcare services
- PTI attained 100% Compliance with the 90-Day Dental Requirement.
 - 98.3% (341 students) have obtained dental determinations from dental professionals and 1.7% (6 students) had parents/guardians submit letters of refusals for healthcare services

On February 6, 2020, PTI received a Program Performance Summary Report from the Office of Head Start which noted that the previously identified findings had been “closed,” and that the area of non-compliance was considered corrected.

Service Area	Applicable Standards	Grant Number(s)	Primary Review Finding Status(s)	Timeframe for Correction	Follow-Up Compliance Level
Monitoring and Implementing Quality Health Services	1302.42(b)(1)(i)	06CH010448	ANC	N/A	Corrected



b. State Report Card Results

The Louisiana Department of Education (LDOE) reports performance data for all publicly funded early childhood programs, including early childhood centers, Head Start programs and pre-kindergarten sites, as a way to measure core elements needed for positive child outcomes, provide a clear and focused path to improvement, and give families an easy way to compare choices in their community.

The unified system has two components: ratings that relate to positive child outcomes, such as teacher-child interactions and instruction, and information on classroom best practices, like credentialing teachers and using top-tier curriculum. Those two components are featured on each site’s performance profile. The overall performance rating, which is based on observations, is reported in four categories: Excellent, Proficient, Approaching Proficient, and Unsatisfactory.

During the 2018-2019 school year, three of PRIME TIME’s four centers were eligible to be rated. The chart below details the outcomes. While there remains some work to be done, we are proud of these overall scores and ratings and expect even stronger outcomes as we continue building a world-class Head Start program in Ouachita Parish.

Site Name	Publicly Funded Enrolled	Overall Score	Performance Rating for Overall	Assessment Level
PRIME TIME Head Start—Ransom Center	170	4.54	Proficient	3 Stars
PRIME TIME Head Start—Robinson Place Center	54	4.63	Proficient	None or Not Rated
PRIME TIME Head Start—MLK Jr. High Center	109	4.39	Approaching Proficient	3 Stars
PRIME TIME Head Start—Stubbs Center	NA	NA	NA	NA



XI. 2018 – 2019 Program Funding and Expenses

a. Budget Revenue

Prime Time Family Reading Inc	Fiscal Year 19
Federal Grants	\$5,743,161
USDA/CACFP	\$217,791
In-Kind	\$1,215,220
TOTAL INCOME	\$7,176,172

b. Budget Expenditures

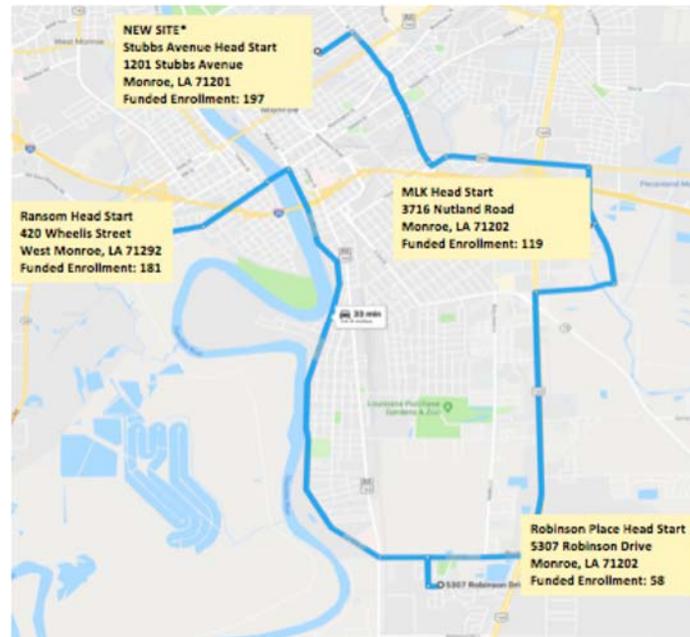
Prime Time Family Reading Inc	Fiscal Year 19
Personnel (wages & fringe)	\$2,413,617
Contractual/Consultants	\$1,365,734
Supplies	\$551,383
Travel, Meetings, Staff PD	\$46,452
Other	\$323,169
Building Expenses	\$563,701
Indirect (de minimis/LEH)	\$479,105
CACFP	\$217,791
In-Kind expense value	\$1,215,220
TOTAL EXPENSES	\$7,176,172



V. Facilities

Safe and clean facilities in which our students and families can thrive are a top priority for PRIME TIME, Inc. As the sole Head Start grantee for Ouachita Parish, LA, PTI has overcome significant challenges to serve 519 children and their families across 4 facilities located in needy areas throughout Ouachita Parish. PTI has worked to identify facilities since October 2016. Critical partnerships with both school systems and the Monroe Housing Authority are the sole reasons PTI has operational facilities.

In alignment with community assessment data, PRIME TIME Inc. has identified 71202, 71203, and 71292 as the highest need zip codes in Ouachita Parish. PRIME TIME’s centers (Ransom, Robinson Place, Martin Luther King, and Stubbs) operate within or near these zip codes.



The Ransom Head Start Center is located in West Monroe’s 71292 area at the Ransom Elementary School, an unused facility of the Ouachita Parish School Board. The Stubbs Head Start Center is located in Monroe’s 71201 area in a secure wing of Walk in the Word Family Church. The MLK Head Start Center is Located in Monroe’s 71202 area in the secure wing of the Martin Luther King Junior High School, owned by the Monroe City Schools system. Likewise, the Robinson Head Start Center is located in Monroe’s most southern 71202 area within the heart of the Robinson Place community at the Early Childhood Center, a facility of the Monroe Housing Authority.

In total, these 4 facilities have the licensed capacity to provide comprehensive Head Start services to 506 students and their families.

Center Name	Street Address	CSZ	Phone	Director	# of Classrooms	Licensed Capacity
MLK Head Start Center	3716 Nutland Road	Monroe, La 71202	318-582-2001	Tyiska Roe	7	126
Ransom Head Start Center	420 Wheelis Street	West Monroe, La 71292	318-855-1392	Angel Slater	12	181
Robinson Place Head Start Center	5307 Robinson Drive	Monroe, La 71202	318-855-1826	Sharon Smith	4	59
Stubbs Head Start Center	1201 Stubbs Avenue	Monroe, La 71201	318-855-1392	Shanel Moy	8	140



VI. Student Enrollment and Attendance

During the 2018-19 school year, PTI was licensed to serve 506 students, at the ages of 3 and 4 years old, and their families across four facilities located in needy areas throughout Ouachita Parish. As up to 120 students could enroll in part-day service, the program served 519 students in morning and afternoon program options (licensed capacity of the facilities was never exceeded). Students are assigned to centers based on proximity and available slots. PTI deploys a comprehensive outreach and recruitment plan and apply our selection criteria, as approved by the policy council, to ensure that the families with the greatest need are selected for the program. Selection criteria reflect various factors that contribute to family need, including participation in public assistance, inclusion in the foster care system, and homelessness. We have expounded on our own strategies by collaborating with various partners to host large recruitment events that included health fairs. We have also established a student transfer process with the local EHS provider (the Children’s Coalition of Northeast Louisiana) to support smooth transitions from EHS to HS.

During the 2018-2019 school year, recruitment strategies allowed us to fill all slots within available classrooms and also ensure that a minimum of 10% of our available slots are filled by children with disabilities. Although we were fully enrolled based on the number of available facilities, we have not met the full-funded enrollment due to the lack of interest in the part-day option among families. We continue to search for available buildings in the community.

**2018-2019 PTI Enrolled Student Eligibility Details*

PTI 2018-19 Eligibility Type							
Center	Foster Child	Homeless	Income Eligible	Over Income >130%	Over Income 101%-130%	Public Assistance	IEP %
MLK	4%	12%	64%	1%	3%	16%	15%
Ransom	0%	7%	63%	6%	7%	16%	9%
Robinson Place	4%	7%	64%	0%	0%	24%	11%
Stubbs Full Day	1%	6%	51%	13%	12%	17%	9%
Stubbs Part Day AM	0%	9%	64%	5%	5%	18%	9%
Grand Total	2%	8%	62%	5%	6%	17%	11%

Our systems have also allowed us to meet the requirement of 85% attendance for 3 out of the 10 operational months. For all months in which ADA fell below 85%, an analysis of external issues impacting attendance was conducted to determine barriers to child attendance. We are working to enhance our practices in order to become more consistent in meeting this requirement.

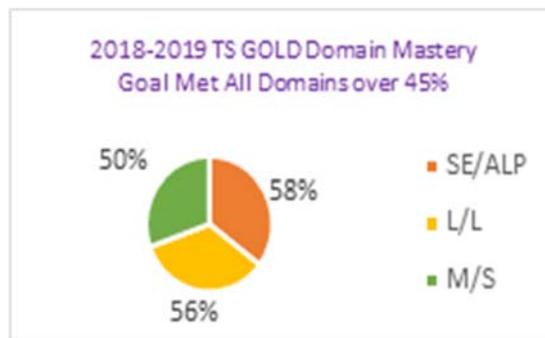
Prime Time HS 2018-2019 Attendance													
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Average
MLK	89%	88%	83%	83%	87%	83%	83%	84%	60%				82%
Ransom	91%	87%	84%	81%	85%	85%	86%	84%	64%				83%
Robinson Pl	87%	81%	77%	78%	82%	82%	78%	79%	54%				78%
Stubbs								97%	86%	70%			84%
Total	90%	85%	81%	81%	84%	83%	82%	86%	66%	70%			80.86%

VII. Academic Approach to School Readiness

PTI believes that all children can learn and we are committed to doing what it takes to help each child thrive. Our classrooms employ the Ready to Shine Curriculum, which is built on the foundation of The Creative Curriculum® for Preschool. The Ready to Shine approach is specifically designed to support our 20 School Readiness Goals (see next page), encompassing social-emotional, approaches to learning and play, language and literacy, math and science (cognition), social studies, the arts, and physical development, which are aligned with the five domains of the Head Start Early Learning Outcomes Framework: Ages Birth to Five. Ready to Shine also balances the coverage across all five domains with activities and teaching strategies to support all school readiness goals throughout each curriculum.

Ready to Shine and The Creative Curriculum® for Preschool were developed using the best evidence available at the time and are regularly updated based on ongoing research as to their effectiveness. The enacted curriculum pairing leads to better quality teaching and more positive child outcomes as documented in subsequent research. As described earlier, in external research on the Ready to Shine curriculum plans conducted by researchers from Rutgers University, when utilized in conjunction with the other aspects of the Shine Early Learning approach, participating children gained 16 points on the Peabody Picture Vocabulary Test (PPVT) over 20 months, more than double the 7-point gain made by the average Head Start program participant in the Family and Child Experiences Survey (FACES) 2009 data. We have selected the RTS curriculum plans because of the large child outcome gains they have produced in other Head Start settings.

Children who are effectively prepared for kindergarten will possess the school readiness skills necessary for success; thus, T.S. GOLD is used to measure the preparedness of children for school readiness. **During the third quarter of the 2018-2019 academic year, our students showed significant academic growth on Teaching Strategies Gold (TS Gold) assessments. PTI set goals for mastery of skills for 3-year olds and 4-year olds attending the program, aiming for 45% mastery in each domain by year’s end. The transitioning 4-year olds exceeded these goals, with 58% achieving mastery in Social-Emotional/Approach to Play (SE/ALP), 56% mastery in Language/Literacy (L/L), and 50% mastery in Math/Science (M/S). The assessment found even more improvement among 3-year olds who displayed 77% mastery in SE/ALP, 73% mastery in L/L, and 65% mastery in M/S.**



Further, the individualizing of the professional development training to address the needs of the teaching staff- and coaching in the 2018-2019 school year, showed positive teacher interactions increased across the program. PTI was evaluated by the Office of Head Start onsite CLASS review from 1.15.2019 to 1.19.2019. The results of the continued coaching, PLCs and ongoing professional development resulted in a successful federal CLASS review (see Section IV.a.i. of this report). The use of continued coaching, curriculum collaboration meetings, assessment workgroups will continue to build on teachers’ capacity to provide high-quality interactions to ensure children are socially and academically school ready.



b. School Readiness Goals

Social-Emotional

1. *Social skills:* Children will interact with peers, cooperating and solving social problems.
2. *Self-regulation:* Children will develop self-regulation.

Approaches to Learning & Play

3. *Engagement:* Children will engage in play and other activities with purpose, persistence, attention and curiosity.
4. *Dramatic play:* Children will engage in sophisticated socio-dramatic play.

Language & Literacy

5. *Understanding:* Children will understand and respond to oral questions and directions.
6. *Speaking:* Children will use strong and varied vocabulary and will participate in conversations.
7. *English:* Children who speak a home language other than English will progress in their ability to understand and use English.
8. *Books/stories:* Children will demonstrate interest in books, comprehension of texts and ability to retell favorite stories.
9. *Sounds in language:* Children will hear and manipulate the sounds in oral language, noticing similarities and differences.
10. *Letters:* Children will know many letter names and sounds.
11. *Print/writing:* Children will understand the function of print and some print concepts, and will use early writing to communicate.

Math & Science

12. *Number/counting:* Children will use counting and numerical representation in their activities, especially to solve problems.
13. *Shapes:* Children will demonstrate knowledge of shapes and their properties.
14. *Patterns:* Children will demonstrate understanding of patterns.
15. *Classification:* Children will classify, sort and compare objects based on different attributes.
16. *Measurement:* Children will measure and compare objects based on length, weight, etc.
17. *Inquiry:* Children will engage in scientific inquiry.

Social Studies

18. Children will demonstrate knowledge of self, family and community.

The Arts

19. Children will explore music, movement, dance, drama and the visual arts.

Physical

20. Children will maintain physical health, age-appropriate physical development and fine/gross motor skills.

NOTES:

1. PRIME TIME® Head Start has school-readiness goals in all domains of child development/learning.
2. Our school-readiness goals align closely with our assessment instruments (GOLD, Work Sampling, or ELS). So, by completing the quarterly assessment checkpoints, you are assessing each child's progress on the school-readiness goals.
3. You help children progress toward achieving these school-readiness goals by implementing PRIME TIME® Head Start's curriculum model (PRIME TIME® Head Start Curriculum Plans augmenting Creative Curriculum; Tools of the Mind; or EPIC), using high-quality teaching strategies, and ongoing individualization. This includes helping children who are dual-language learners develop in all areas, while also increasing their abilities in English.
4. You share information on children's progress toward the school-readiness goals:
 - With parents, by sharing highlights of the quarterly assessments during home visits and parent-teacher conferences;
 - With other staff, during monthly assessment work groups and by reviewing the quarterly MBO report.

VIII. Student Health

All health services provided by PTI meet the Head Start program standards. We have created systems to ensure that we provide high-quality health services throughout the Head Start day; we also rely on relationships with community partners and our Health Services Advisory Committee to ensure compliance and support the health of our children and families in various ways to meet 30, 45, and 90 day requirements. We are committed to partnering with parents to prioritize child health. The health coordinator and family advocates ensure that each enrolled child and family member has a continuous source of health care. Family advocates track and follow up on all health matters in coordination with our health coordinator. To ensure that our parents understand the importance of preventative health, all staff members are trained on the health requirements and how they impact school readiness. They then share that information with parents during enrollment conversations.

PTI also embraces a vision of mental well-being in which children, families, staff, mental health professionals, and the larger community will work together to promote wellness for all participants in our program. Teachers conduct a social-emotional/behavioral screening for all children in the Head Start program within 45 days of program entry, taking into consideration data from interviews with parents or family members, classroom observations, home visit observations, and relevant health and screening information. We also work closely with our community partners, who provide critical support in these areas.

Our nutrition coordinator, who is a registered dietitian, also creates and approves menus with input from teachers and parents. Our program includes a comprehensive menu that meets the nutrition standards of the United States Food and Drug Administration. Child nutrition standards are based on the Child and Adult Care Food Program (CACFP) requirements. The nutrition coordinator works closely with the food services coordinator to ensure that CACFP guidelines are being met and family-style dining takes place in the classroom. Customized menus are available for children with dietary restrictions, as well as menus in Spanish for ESL students.

Ensuring timely health follow-ups is important in the early identification and treatment of health concerns. A 2018-19 program goal was for 87% of children to be up-to-date on EPSDT at PIR submission with evidence of consistent follow up for children who are not. At the end of June 2019, 70% of children served were up to date on EPSDT, and the goal was not met. Additionally, another 2018-19 program goal was for 80% of reportable Acute and 100% of Chronic health concerns identified would have received or be receiving treatment with evidence of follow-up with families at PIR submission. At the end of June 2019, 39% of reportable Acute and 60% of Chronic health concerns identified had received or were receiving treatment, therefore, this goal was not met and resulted in a single area of non-compliance. As is detailed in section IV.a.ii., the Office of Head Start notified PTI of this single area of non-compliance among sixty-five. On February 6, 2020, PTI received a Program Performance Summary Report from the Office of Head Start which noted that the previously identified findings had been “closed,” and that the area of non-compliance was considered corrected within the prescribed timeframe.

PTI is committed to the children, families, and community we are fortunate to serve, and with a health focus in mind, PTI is committed to maintaining nothing less than 100% compliance in the area of Child Health Status and Care. Comprehensive and intensive adjustments have been made to 2019-20 goals and program activities to address these challenges. PTI has found that the implementation of the adjusted strategies are proving to be effective and successful for our program. It is our plan to continue building upon these activities to ensure compliance for years to come.



IX. Parental Support and Engagement

PTI's family and community engagement curriculum, Shine On, Families meets/exceeds Head Start Program Performance Standard 1302.51(b). Shine On, Families is a comprehensive research-based parenting curriculum designed to be fully integrated into the ongoing family engagement efforts of our program. Its components are designed to support the coordinated efforts of Education and Family Services staff to work together to impact Parent, Family, and Community Engagement (PFCE) Outcomes in the areas of: Positive Parent/Child Relationships, Parents as Lifelong Educators and Family Connections to Peers and Community.

Our Family Engagement approach encompasses a commitment to have all parents act as full and equal partners to close the achievement gap and ensure that their children achieve their school readiness goals. This partnership includes three components that help us identify what individualized strategies must be implemented to support each family based on their current circumstances. These components include: Family Engagement Contract, Family Success Road Map and Goal Setting. Further, we have partnerships with several community agencies to provide resources based on parent-identified needs. Those needs include: child behavior, mental health awareness, education, employment, and nutrition counseling.

2018-19 Family Engagement Outcomes

Families Served Centers	Family Engagement Network Meeting Participation		
	No	Yes	Grand Total
MLK	68%	32%	100.0%
Ransom	40%	60%	100.0%
Robinson Place	51%	49%	100.0%
Stubbs Full Day	96%	4%	100.0%
Stubbs Part Day AM	N/A	N/A	N/A
Grand Total	44.3%	55.7%	100.0%

Families Served Centers	Parents Volunteering in Classroom		
	No	Yes	Grand Total
MLK	72.0%	28.0%	100.0%
Ransom	26.8%	73.2%	100.0%
Robinson Place	21.7%	78.3%	100.0%
Stubbs Full Day	N/A	N/A	N/A
Stubbs Part Day AM	N/A	N/A	N/A
Grand Total	46.3%	53.7%	100.0%

Families Served Centers	PEER Activity Cards		
	No	Yes	Grand Total
MLK	25%	75%	100.0%
Ransom	6%	94%	100.0%
Robinson Place	29%	71%	100.0%
Stubbs Full Day	92%	8%	100.0%
Stubbs Part Day AM	N/A	N/A	N/A
Grand Total	51.4%	48.6%	100.0%



Families Served	Reading at Home		
Centers	No	Yes	Grand Total
MLK	27%	73%	100.0%
Ransom	5%	95%	100.0%
Robinson Place	42%	58%	100.0%
Stubbs Full Day	92%	8%	100.0%
Stubbs Part Day AM	N/A	N/A	N/A
Grand Total	52.3%	47.7%	100.0%

Families Served	PRIME TIME Preschool Participation	
Centers	Families	Individuals
MLK	27	70
Ransom	14	46
Robinson Place	27	93
Grand Total	68	209

X. Humanities Programming

PRIME TIME, Inc. (PTI) offers a set of unique, humanities-focused, and outcomes-based programs designed to engage, support and educate underserved children and families. PRIME TIME programs are proven to generate long-term improvements in family engagement and student academic achievement. PRIME TIME programs aim to create communities in which children and their families develop into self-directed, self-motivated life long learners who are eager to absorb the world around them through literature, questioning/inquiry, and meaningful interaction with others. Program options include PRIME TIME Preschool, a family reading and discussion program and PRIME TIME HomeRoom, a teacher professional development workshop. PRIME TIME, Inc. aims to build a **Humanities Head Start Program** by integrating its proven, inquiry-based teaching and learning strategies with the Ready to Shine and Shine on Families curricula.

In an educational environment that focuses heavily on rote learning, humanities-focused content helps to develop critical thinking, civic and historical knowledge, and ethical reasoning. These often-ignored attributes are the foundations of future learning; they are “prerequisites for personal growth and participation in a free democracy” that every individual should have access to. (NY Times, February 24, 2009) Employing quality children’s literature which spans geography, cultures, lifestyles, historical events, and languages increases prior knowledge and sets the stage for a lifetime of learning through literature, thus vastly expanding our world. The Socratic method allows for in-depth analysis of literature, thus teaching by asking instead of by telling. The learning experience is guided by professionals who are trained to promote a collective learning environment, which allows all in attendance to draw from the strengths and weaknesses of individuals as well as the group.

Strategies that Enhance Teaching and Learning

METHODOLOGY ELEMENTS	DELIVERY STRATEGIES
Learner-focused theme/text exploration	<ul style="list-style-type: none"> • Focus on participant assets • Encourage participants to drive their own knowledge acquisition • Encourage participants to communicate with and question one another
Text-based theme exploration	<ul style="list-style-type: none"> • Introduce quality literature and/text • Enhance foundational knowledge • Promote reading as an enjoyable activity • Promote reading as foundational to learning
Socratic dialogue	<ul style="list-style-type: none"> • Build inquiry (question-asking, information seeking) skills • Build participants’ abilities to provide evidence in support of ideas • Develop higher-order thinking skills • Promote question-asking as foundational to learning • Promote reflection on new ideas/information
Group discussion	<ul style="list-style-type: none"> • Encourage communication and self-expression • Promote collective learning • Build tolerance for differing ideas and opinions • Allow participants to connect the text to their personal experiences • Allow participants to connect the text to the broader world

a. PRIME TIME Preschool

PRIME TIME Preschool promotes strategies that encourage meaningful at-home reading behavior between parents/caregivers and their 3 to 5 year-old children. PRIME TIME Preschool introduces young children and their families to the humanities and to literature through age-appropriate storytelling and literary exploration via center-based play. Early childhood educators at local ECE centers are trained to deliver the program; sharing strategies for at-home reading, literary discussion, play-based text and concept exploration while empowering parents as educators. The PRIME TIME Preschool format includes one weekly 90-minute session for 6 weeks. Parents/caregivers are recruited to enroll and attend the evening (afterschool) sessions which include a healthy group meal. Visit www.primetimefamily.org to learn more about this program.

PRIME TIME Head Start began implementing PRIME TIME Preschool in Fall 2018. All four operational centers will be implementing the program by Spring 2020. Team members from each site are trained on program implementation and family engagement strategies. The skills learned during training, apply to program implementation and are transferrable to the classroom where student-led idea and concept exploration will initiate the development of reading readiness, critical thinking, and lifelong learning for these young minds.

100% of operational PRIME TIME Head Start sites implemented family reading and discussion programming.

- 25 PRIME TIME Head Start team members trained to implement
- 9 PTP programs at PRIME TIME Head Start during Fall 2018, Spring 2019, and Fall 2019

Total Participation: 314 individuals**b. PRIME TIME HomeRoom**

PRIME TIME HomeRoom aids educators in creating learning experiences by focusing on inquiry and group exploration of ideas. The program is designed to enhance existing curricula by exposing educators to question-asking and group discussion strategies that span core academic subjects using a variety of centerpieces (e.g. texts, objects, and experiences). The PRIME TIME HomeRoom format consists of lectures, interactive presentations, and participant application of acquired knowledge and practice^[1] of learned skills throughout a day-long schedule set in coordination with the partner agency. Workshop content is delivered by experienced educators who lead participating educators through the workshop segments on multi-level and open-ended question development, discussion centerpieces, and discussion management. Visit www.primetimefamily.org to learn more about this program.

All PRIME TIME Head Start Education Leaders, Teachers, and Teacher Assistants began participating in PRIME TIME HomeRoom workshops during Summer 2019. The skills acquired during these workshops support parent-teacher interactions, home visit practices, learning during daily transitions, as well as Instructional Support dimensions within the Classroom Assessment Scoring System (CLASS).

98.1% of teaching staff completed HomeRoom training.

- 51 of 53 PRIME TIME Head Start teachers and teacher assistants trained to implement
- Participating teaching staff from all 3 operation sites
- The workshop received a 4.83 (of 5) enjoyment rating



XI. Program Staff

Executive Staff

Restovic, Miranda	President and Executive Director
Butcher, Stalanda	Head Start Director
Austin, Shantrell	VP of Strategy and Accountability
Carrier, Patrick	VP of Finance and Admin.
Ricke, Amy	Human Resources Generalist
Van Geffen, Erin	Financial Analyst

Administrative Staff

Benson, Autumn	Nutrition Coordinator
Brothers, Nanette	Food Service Coordinator
Coates, Angel	Dir. of Monitoring and Compliance
Dupree, Mary	Director of Operations
George, Kayshawnda	Executive Assistant
Hayes, Lakeshia	FS Coor SEL
Hicks, Lada	Dir FS Health Analysis SEL
Long, Jessica	Administrative Assistant-HQ
Mickens, Katlyn Brown	Admin Data Asst SEL
Moss, Catherine	Deputy Director
Phillips, Rojalyn	EL Disab SpecMH Coor
Simmons, Erin	Ed Leader EX SEL
Sims, Mikal	Ed Leader EX SEL
Taylor, Freda	ERSEA Asst

MLK Staff

Brown, Atlantis	Teacher (Part year)
Coleman, Katoria	Floater
Cook, Lechell	Teacher Assistant (part year)
Cooper, Ricky	Building Tech
Cox, Sarah	Teacher (part year)
Fraction, Lisa	Teacher Assistant (part year)
Gilbert, Charlotte	Teacher Assistant (part year)
Greeley, Wade	Build Tech
Higginbotham, Denniesha	Health & Disabilities Advocate
Jackson, Jasmine	Teacher (part year)
Johnson, Melba	Teacher (part year)
Mays, Glynisha	Teacher Assistant (part year)
Moy, Sha'Nel	Teacher (part year)
Powell, Whittany	Teacher assistant
Rodgers, Wilnisha	Food Tech Delivery
Roe, Tyiska	Center Director
Thomas, LaTrinda	Teacher (part year)
Wallace, Victoria Johnson	Administrative assistant
Warbington, Jacqueline	Teacher Assistant (part year)
White, Amelia	Fam Engage Adv SEL
Woods, Angela	Teacher Assistant (part year)
Wright, Stephanie	Floater

Robinson Place Staff

Branch, Tracy	Teacher (part year)
Broussard, Misty	Teacher (part year)
Burks, Shondrika	Floater
Carter, Pagetamica	Food Tech Delivery
Chrisman, Kasey	Health & Disabilities Advocate
Galloway, Brittany	Family Adv SEL
Harrell, Sonia	Teacher Assistant (full year)
Johnson, Jerald	Building Technician
Jones, Janice	Teacher Assistant (Full year)
Newson-Powell, Veltaki	Teacher (full year)
Russell, Candice	Family Engagement Advocate
Shorter, Jaqurel	Teacher Assistant (full year)
Smith, Sharon	Center Director
Stanley, Beverly	Administrative assistant
Stevens, Carolyn	Teacher
Turner, Jennifer	Family Support Advocate
Ware, Quanedra	Fam Engage Adv SEL
Witherspoon, Sherise	Teacher Assistant (part year)

Ransom Staff

Brown, Melissa	Teacher (Part year)
Cole, Gloria	Teacher Assistant (part year)
Colvin, Porsche	Teacher Assistant (part year)
Dade, Shimeka	Teacher Assistant (part year)
Dennis, Quamale	Floater
Douzart, Torironda	Teacher Assistant (part year)
Dyess, Eleanor	Fam Engage Adv SEL
Flintroy, Teneshia	Food Tech Delivery
Gipson, Shemeka	Floater
Harris, Jennifer	Teacher (part year)
Hicks, Debra	Teacher Assistant (part year)
Hooker, Rosie	Floater
Hunter, Aerial	Teacher Assistant (part year)
Jackson, Ellen	Teacher (part year)
Johnson, Jacquelyn	Teacher Assistant (Full year)
Johnson, Sheareem	Teacher (full year)
Johnson, Shawanda	Teacher Assistant (part year)
Jones, Juanita	Teacher Assistant (Full year)
Lewis, Sherry	Teacher (part year)
Littleton-Powell, Crystal	Family Support Advocate
Owens, Vickie	Food Tech Delivery
Parker, Melvina	Teacher (part year)
Parker, Richelle	Teacher (part year)
Payton, Courtney	Fam Support Adv I SEL
Profit, Danika	Teacher Assistant (Full year)
Reitzell, Cynthia	Teacher (full year)



Ransom Staff

Robinson, Carolyn	Teacher (part year)
Russell, Candice	Fam Engage Adv SEL
Sheridan, Wanda	Teacher (part year)
Slater, Angel	Center Director
Stephens, Terrie	Teacher Assistant
Tramble, Michael	Building Technician
Wallingsford, Crystal	Health & Disabilities Advocate
Warner-Shivers, Kimberly	Family Engagement Advocate
Williams, Carlette	Teacher Assistant (part year)
Wofford, T'quela	Administrative Coordinator
Wright, Allison	Teacher Assistant (part year)

Stubbs Staff

Bridges, Racine	Center Director
Allen, Carmen	Administrative Assistant
Briggs, Treasure	Teacher (part year)
Cooper, Ricky	Building Tech
Eckford, LaPrecious	Teacher (part year)
Everett, Alshundra	Teacher (part year)
Finley, Shamir	Floater
Froust, Vivian	Teacher Assistant (part year)
Gayden, Natasha	Teacher Assistant (part year)
Haley, Kermansha	Floater
Jenkins, Brittany	Teacher Assistant (part year)
Lee, Kimberly	Teacher (part year)
Mitchell, Michelle	Food Tech Delivery
Nash, Felicia	Teacher Assistant (part year)
Runner, Reven	Teacher Assistant (part year)
Spittler, Dominique	Teacher (part year)
Ward, Crystal	Fam Engage Adv SEL



XII. Community Partners

Monroe Housing Authority: Provides our lease agreement for the Robinson Place site.

Ouachita Parish School Board: Provides our lease agreement for the Ransom site. They are one of our Local Education Agencies (LEAs) and assist with providing services some of our children who have Individualized Education Plans (IEPs)

Monroe City School Board: Provides our lease agreement for the MLK site. They are also one of a LEAs and assist with providing services to some of our children who have IEPs.

Walk In The Word Church: Provides our lease agreement for the temporary Stubbs site.

Primary Health Services Center: Is one of our key health partners. They have mobile units and come onsite to provide assistance with our 45-Day and 90-Day health requirements.

Morehouse Community Medical Center: Is another one of our key health partners. They have mobile units and come onsite to provide assistance with our 45-Day and 90-Day health requirements.

LSU Ag Center: Is a community partner who has been very instrumental to us- mostly in the area of nutrition education and presenting at our monthly FEN meetings.

Children's Coalition for Northeast Louisiana: Is the sponsor for our local Early Head Start in Ouachita Parish. They also serve as our local Child Care Resource and Referral Agency, provide numerous educational opportunities for parents and early education professionals through the Child Development Associate (CDA) program, serve as our State Lead Agency for early childhood and provide healthy living and youth development programs.

Ouachita Parish Libraries: Provide periodic reading sessions for all our sites. One of the directors, Mrs. Nora Collins, serves as one of the community reps on our Policy Council.

Celeste Terry: Is the Head Start Dental Hygienist Liaison for Louisiana. She provides a wealth of dental information to us that is shared with our families.

Families Helping Families of Northeast Louisiana: Is a family directed resource center whose mission is to provide information and referral, education, training, and peer to peer support to individuals with disabilities and their families.

Workforce Investment Board 83: Provides custom employment services aimed to assist eligible adult job seekers identify, or regain, a career that will promote their success. They also allow us to host recruitment events at their site.

Wellspring: Provides Counseling, Domestic Violence; Housing, Youth Development, Civic Engagement, and Supervised Visitation programming.

Black Bayou: Provides onsite conservation education for our children.

St. Francis Medical Center-OccuMed: Provides pre-employment physicals and TB screening to PTHS employees.

Region 8 Team: A group of Region 8 social service organizations who network and coordinate around public service events/trainings.

Delta Community College: A local higher education institution that provides associate degrees, technical certificates, and HiSET programming. They also allow us to host recruitment events at their site.

City of Monroe, Louisiana Parks and Recreation Community Centers: Provides venue space for staff development and family service engagement events.

West Monroe Community Center: Provides venue space for staff development.