

**Annual Report to the Public  
September 1, 2016 - August 31, 2017**

<b>Amount of Head Start Operational Funds Awarded</b>	<b>\$2,225,599</b>
<b>Amount of Training and Technical Assistance Funds Awarded</b>	<b>\$35,405</b>
<b>Amount of Cost of Living Award</b>	<b>\$40,061</b>
<b>Amount of Non –Federal Share Required</b>	<b>\$575,267</b>

**Budgetary Expenditures of Head Start Funds 2016 – 2017:**

Salaries and Benefits	\$1,888,241
Contracted Services *	\$158,754
General Supplies	\$113,938
Other Operating Expenses **	\$60,632
Indirect Costs	\$79,349

**Proposed Head Start Budget for 2017 - 2018:**

Salaries and Benefits	\$1,920,589
Contracted Services *	\$145,722
General Supplies	\$90,191
Other Operating Expenses **	\$62,000
Indirect Costs	\$82,563

*\*Contracted services expenses include professional services, maintenance & repairs, communications, Center-wide network, building use, print, TS GOLD subscription, and ISD snack reimbursement costs.*

*\*\*Other operating expenses includes employee and non-employee travel, student accident insurance policy and miscellaneous operating costs.*

**Reporting Period of September 1, 2016 – August 31, 2017**

<b>ACF Funded Head Start Enrollment:</b>	<b>387</b>
<b>Total Number of Children Served:</b>	<b>440</b>
<b>Average Monthly Enrollment:</b>	<b>387</b>
<b>Percentage of Eligible Children Served:</b>	<b>93%</b>

32 children remained on the waiting list and were never enrolled in Head Start. Four-year-olds who were eligible for the state Pre-Kindergarten program, were enrolled with the school district and remained on the Head Start waiting list.

**Most Recent Federal Review Results:**

The Administration for Children and Families (ACF) conducted an on-site monitoring review of the Education Service Center, Region 20 Tri-County Head Start program from 1/12/2014 to 1/16/2014. The program anticipates receiving one or more federal reviews during the 2017 – 2018 school year.

**Most Recent Fiscal Review Results:**

**Report on Financial Statements** - We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Education Service Center, Region 20 (the Center) as of and for the year ended August 31, 2016, and the related notes to the financial statements, which collectively comprise the Center's basic financial statements as listed in the table of contents.

**Opinions** - In our opinion, the financial statements referred to above present fairly, in all material aspects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Center as of August 31, 2016, and the respective changes in financial position, and where applicable, cash flows, thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Reporting Required by Government Auditing Standards** - In accordance with *Government Auditing Standards*, we have also issued our report dated December 9, 2016, on our consideration of the Education Service Center, Region 20's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters.

Armstrong, Vaughan & Associates, P.C.

**Percentage of Enrolled Children Received Medical Exams: 91%**

**Percentage of Enrolled Children Received Dental Exams: 90%**

**Parent Engagement Activities:**

**Read With Me** – Children take home a weekly tote bag with books, journals & writing materials to share reading with someone in their family. After the shared reading, the children draw a picture in their journal and parents write a story as dictated by the child. This literacy project is a favorite with families.

**Read With Dad** - Children take home a weekly tote bag with books, journals & writing materials to share reading with a male figure in their life. After the shared reading, the children draw a picture in their journal and male figure writes a story as dictated by the child. This literacy project has increased male involvement.

**Literacy Night** – Children and families enjoy activities related to a chosen children's book. They listen to a reading of the story, enjoy chocolate milk and cookies, take home related activities, and enjoy performances by the children. Many children also invite their extended families including grandparents

**Five-A-Day Parade** – Parents and children make costumes that represent their favorite fruit or vegetable. The food service staff conducts a food related lesson with the children and they have the opportunity to taste a variety of fruits and vegetables. Lastly, the children wear their costumes as they parade through the school for all to celebrate healthy eating.

**Milk & Cookie Night** – Parents and children enjoy an evening of reading books together while snacking on milk and cookies. At the end of the evening, children are able to select their favorite book to take home. This literacy project is enjoyed by families.

**Parenting Education** – Throughout the school year, parents have the opportunity to attend a variety of parenting education topics as selected by the majority of families. The program uses the Love & Logic parenting education curriculum.

**Parent Training** - Currently, the program offers a variety of training topics through online parent training modules. The following topics are available on the Head Start website:

- ✓ Child Development,
- ✓ Child Discipline (child abuse & violence prevention)
- ✓ Emergency Preparedness (home safety)
- ✓ Employment Success
- ✓ Family Violence
- ✓ Healthy Relationships
- ✓ Managing Your Money
- ✓ Nutrition Budgeting
- ✓ Nutrition
- ✓ School Bus Safety
- ✓ Healthy Eating Out
- ✓ Healthy Snacks
- ✓ Healthy Weight Gain
- ✓ Physical Activity
- ✓ Sugar-Sweetened Beverages
- ✓ Anemia
- ✓ Overcoming Picky Eating
- ✓ Healthy Life Style Habits

This has been a successful avenue to provide parent training. From November 2015 to May 2016, 272 parents accessed ten different topics, with child development and child discipline being the most popular items.

The program is developing eight more online training modules for parents concentrating on nutrition health topics. The expectation is that the online training modules will be available in October 2016.

**Volunteering** – Parents and community members are encouraged to volunteer in the classroom and Parent Center. They are first cleared through the partnership CHR process and attend Head Start volunteer training.

**Parent Committee Meetings** – Parents have the opportunity to attend Parent Committee meetings throughout the school year to discuss local issues and attend a parent education topic. This activity supports program governance.

**Policy Council Meetings** – Parents are encouraged to participate in the monthly Policy Council meetings as a representative of their site. This program governance activity gives a voice to parents as they guide the direction of program design and decisions.

**Agency Effort's to Prepare Children for Kindergarten:**

**Curriculum Alignment** – Curriculum used in the classrooms adhere to both the Head Start School Readiness requirements and the Texas Pre-Kindergarten Curriculum Guidelines to ensure proper alignment to school district expectations. This alignment ensures that the children are exposed to appropriate skills which will prepare them for Kindergarten. The program uses both *Frog Street Press* and *Opening the World of Learning (OWL)*.

**School Readiness Plan** – The program has a School Readiness Plan which outlines goals in all developmental domains. Data is extracted from the Teaching Strategies GOLD database which teachers use to document ongoing progress of individual children. The Plan is revisited three times per school year and updated to reflect current measures and improvements towards addressing children's needs and learning.

**Integrated School District Model** – Children are dually enrolled in Head Start and Pre-Kindergarten which affords them all the benefits from both programs. The children are on the same school campus where they will attend Kindergarten. They are familiar with staff, buildings, and the general environment. Parents are also more a part of the school system since they have spent the last one or two years in Head Start integrated into the school environment