

**Annual Report to the Public  
Education Service Center, Region 20  
Tri - County Head Start Program  
September 1, 2013 - August 31, 2014**

**Amount of Head Start Operational Funds Awarded 2013 - 14** **\$2,116,659**

**Amount of Training and Technical Assistance Funds Awarded 2013 -14** **\$35,405**

**Amount of Non –Federal Share Required** **\$538,016**

**Budgetary Expenditures of Head Start Funds 2013 – 2014:**

Salaries and Benefits	\$1,685,027
Contracted Services	\$192,892
General Supplies	\$85,924
Other Operating Expenses **	\$65,174
Indirect Costs	\$79,153

**Proposed Head Start Budget for 2014 - 2015:**

Salaries and Benefits	\$1,756,009
Contracted Services	\$223,116
General Supplies	\$138,813
Other Operating Expenses **	\$71,724
Capital Outlay	\$18,942
Indirect Costs	\$80,961

*\*\*Other operating expenses includes building use, communications, employee and non-employee travel, food costs for adults and child snacks and miscellaneous operating costs.*

**ACF Funded Head Start Enrollment:** **387**

**Total Number of Children Served:** **448**

**Average Monthly Enrollment:** **387**

**Percentage of Eligible Children Served:** **89%**

58 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:**

From 1/12/2014 to 1/16/2014, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Region 20 Education Service Center Head Start program. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review. This Head Start Report has been issued to Mr. Michael Petter, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

Based on the information gathered during our review, your Head Start program was found to be out of compliance with one or more applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. The report provides you with detailed information in each area where program performance did not meet applicable Head Start

Program Performance Standards, laws, regulations, and policy requirements. Each area of noncompliance identified in this report should be corrected within 120 days following receipt of this report.

Areas of non-compliance:

1. The grantee did not obtain from a health care professional determinations as to whether children were up to date on a schedule of age-appropriate preventive and primary health care within 90 days of their entry into the program. Eight percent of the files reviewed did not include health or dental determinations.
2. The grantee did not provide for the maintenance and repair of all Head Start facilities. Forty percent of sites observed had potential hazards due to facilities in need of maintenance. A sample of 10 settings was observed. Of the sample, four sites had potential safety hazards. Ex: dirty heat/air conditioning vents, restroom cleanliness (2), and warped wood near a water fountain.

A Corrective Action Plan was completed and submitted. The Corrective Action Plan was reviewed and accepted. The program is now in complete compliance of Head Start Performance Standards.

**Most Recent Fiscal Review Results:**

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, 2013, which collectively comprise the Center’s basic financial statements as listed in the table of contents.

We conducted our audit in accordance with 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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, 2013, and the respective changes in financial position, and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 18, 2013, on our consideration of the Center’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. *Alonzo, Bacarisse, Irvine & Palmer, Certified Public Accountants & Advisors* \*\* *The fiscal audit for the 2013 – 14 school year is currently being conducted.*

**Percentage of Enrolled Children Received Medical Exams: 92%**

**Percentage of Enrolled Children Received Dental Exams: 97%**

**Parent Involvement 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 Nite** – 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.

**Parent Training** - The program offers a variety of training topics to parents, to include: Child Abuse & Violence Prevention, Discipline Management, Emergency Awareness, Child Development & Learning Styles, I am Moving I am Learning with a Healthy Smile, Nutrition Budgeting & Snacks, Financial Money Management Skills, Healthy Relationships, and Employment Success.

**Volunteering in the Classroom** – Parents and community members are encouraged to volunteer in the classroom. They are first cleared through the Criminal History Inquiry process and attend volunteer training.

**Parent Committee Meetings** – Parents have the opportunity to attend Parent Committee meetings five times per 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

**Texas School Ready! (TSR) grant** - The Children's Learning Institute implements the *Texas School Ready!* project as an early education approach that serves at-risk preschool-aged children through shared resources between public and private early childhood education programs. The design of *Texas School Ready!* increases children's school readiness through five evidence-driven components: research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, ongoing teacher mentoring, and sustainability.