



Annual Report to the Public
Education Service Center, Region 20
Tri- County Head Start Program
September 1, 2012- August 31, 2013

1.	Amount of Head Start Operational Funds Awarded	\$2,197,038
	Amount of Training and Technical Assistance Funds Awarded	\$35,405
	Amount of Non –Federal Share Received	\$1,344,743
2.	Budgetary Expenditures of Head Start Funds 2012 – 2013:	
	Salaries and Benefits	\$1,788,989
	Contracted Services	\$215,110
	General Supplies	\$85,411
	Other Operating Expenses **	\$65,356
	Indirect Costs	\$77,576
	 Proposed Head Start Budget for 2013 - 2014:	
	Salaries and Benefits	\$1,755,441
	Contracted Services	\$60,801
	General Supplies	\$44,897
	Other Operating Expenses **	\$175,534
	Indirect Costs	\$79,986

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

3. ACF Funded Head Start Enrollment:	387
Total Number of Children Served:	453
Average Monthly Enrollment:	100%
Percentage of Eligible Children Served:	96%

4. Most Recent Federal Review Results:

From 5/22/11 to 5/27/11, 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. Frederick Maples, 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 ensure all staff used positive methods of child guidance.
2. The grantee did not ensure all components of the conflict-of-interest requirements were included in governing body's and Policy Council's structure of program governance set up in the by-laws for each group.
3. The grantee did not ensure that CRCs for Head Start staff were verifiable as obtained prior to employment/assignment with the Head Start program.

A Corrective Action Plan was completed and submitted. The program had a federal review revisit on December 6 - 7, 2011. The Corrective Action Plan was reviewed and accepted. The program is now in complete compliance of Head Start Performance Standards.

The next scheduled federal review will occur during the 2013 – 14 school year.

5. 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, 2012, 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.

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, 2012, 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 October 27, 2011, 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 2012 – 13 school year is currently being conducted.

5. Percentage of Enrolled Children Received Medical Exams: 91%

Percentage of Enrolled Children Received Dental Exams: 96%

6. 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. (The book is *The Polar Express*)
- **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.

7. **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 Readiness! (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.

The Texas School Ready! Grant has been awarded to the ESC-20 Head Start Program and will provide the following to each classroom teacher:

- Child Progress Monitoring Training
- A start Up School Readiness Kit
- State Approved Curriculum
- Supplemental Language and Literacy Curriculum
- Every Teacher receives a mentor and 4 hours a month of coaching
- Monthly On-line trainings