

**Annual Report to the Public
Education Service Center, Region 20
Bexar County Head Start Program
September 1, 2014 – August 31, 2015**

Amount of Head Start Operational Funds Awarded **\$3,477,211**

Amount of Training and Technical Assistance Funds Awarded **\$39,694**

Amount of Non – Federal Share Required **\$879,227**

Budgetary Expenditures of Head Start Funds for 9/1/14 to 1/31/15:

Salaries and Benefits	\$1,295,296
Contracted Services	\$201,472
General Supplies	\$184,177
Other Operating Expenses **	\$31,891
Indirect Costs	\$58,704

Budgetary Expenditures of Head Start Funds for 2/1/15 to 8/31/15:

Salaries and Benefits	\$1,392,591
Contracted Services	\$177,485
General Supplies	\$100,712
Other Operating Expenses **	\$53,872
Indirect Costs	\$100,340

Proposed Head Start Budget for 2/1/16 to 1/31/17:

Salaries and Benefits	\$1,487,563
Contracted Services	\$279,466
General Supplies	\$105,000
Other Operating Expenses **	\$1,515,036
Furniture & Equipment	\$5,000
Indirect Costs	\$124,840

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

Reporting Period of September 1, 2013 – August 31, 2014

ACF Funded Head Start Enrollment: **480**

Total Number of Children Served: **522**

Average Monthly Enrollment: **480**

Percentage of Eligible Children Served: **74%**

188 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:

During the 2014 -15 school year the program had federal reviews in the areas of:

- Environmental Health & Safety
- CLASS Observations
- Fiscal Integrity / ERSEA

In all three events, the program received 100% compliance.

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, 2014, and the related notes to the financial statements, 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, 2014, 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.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 17, 2014, 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.

ABIP, Certified Public Accountants & Advisors

*** The fiscal audit for the 2014 – 15 school year is currently being conducted.*

Percentage of Enrolled Children Received Medical Exams: 53%

Percentage of Enrolled Children Received Dental Exams: 84%

Parent Involvement Activities:

School Readiness Activities - Every other month during the Parent Committee meetings, parents have the opportunity to play an educational game with their child and take the learning materials home for further use. The classroom teacher uses the same learning material in the classroom in order to make connections to the learning. Topics include: letter knowledge, environmental print, and concepts about print. Examples of learning materials: literature, magnetic letters, printed games.

Fatherhood Activities - Newsletters and home activities are sent home monthly to encourage fathers/male role models to be actively involved with their child. Twice per school year, fall and spring semester, activities will be provided for fathers to engage in with their child at the school. All activities are related to the program School Readiness Goals. Examples of some learning activities: beach ball with letters printed on it from their child's name, file folder games, theme items related to sports and outdoor activities.

Parent Training Topics/Opportunities - Currently, the program offers a variety of training topics at each school during their Parent Committee meetings. These topics are selected by parents from a pre-determined list of required topics. The

program plans to create online training modules for parents on the following topics: nutrition budgeting/healthy snacks, financial management, child abuse & violence prevention, emergency preparedness/home safety, child development, healthy relationships, employment success, and a variety of parenting skills topics.

Transition to Kindergarten - The last Parent Committee meeting of the school year features Transition to Kindergarten as the primary topic. This information is also provided by the classroom teachers at their second home visit meeting with parents.

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 implemented 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.