

Head Start and Early Head Start
Annual Report
for the year ending August 31,2020

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Program Description

Region 10 Education Service Center (ESC) was the grantee for Head Start and Early Head Start services and partnered with fourteen school districts in Collin, Ellis, Grayson, Kaufman, and Rockwall counties to provide services to a funded enrollment of 1,120.

Highlights and Changes

During the 2019-2020 school year, the Head Start/Early Head Start program continued to provide excellent services for children and families. Some of the highlights and changes included:

- Enhanced active supervision strengthened child safety practices in Early Head Start.
- Increased modules in ChildPlus enhanced data analysis.
- Expanded to two classes in Italy ISD.
- Increased attendance at Policy Council meetings for the 2019-2020. Parents were actively engaged in program planning and oversight.
- Expanded mental health support for Early Head Start Parent Educators included reflective supervision, social emotional learning, home visit observation and training on screening tools.
- Adopted Denison, Pottsville, and Italy Head Start classrooms for the Region 10 ESC Christmas Angel Tree gifts.
- Partnered with Collin County Marine Corp Toys for Tots for holiday gift distribution in Farmersville and McKinney Head Start and Early Head Start classrooms.
- Transitioned to remote services in March 2020, due to the COVID-19 pandemic, to ensure families and children received continuing services and support. Some examples included.
 - Enhanced technology was utilized to deliver services to students and families in Early Head Start (EHS) including Flipgrid, ZOOM, and Google Meet.
 - Developed COVID-19 protocols aligning Child Care Regulations for EHS Centers that allowed students to return to the classroom in September 2020 sessions to celebrate the theme of *The Power of Play*.
 - Developed and implemented tools to share available community resources allowing Family Resource Specialists to assist families with identified needs and goals.
 - Created virtual Socializations/Play Groups for Early Head Start families to promote community and connection.
 - Lead Support Staff continued to support and guide HS/EHS SF & FRSs as services transitioned from in-person to virtual support.
 - Provided education, disabilities, and mental health support to Head Start classroom teachers to enhance virtual instruction for students.
 - Partnered with school districts to have drive-up and drop-off services for parents including student nutrition, classroom materials for students, registration completion, and general information and resources.

Program Governance

Program governance includes legal and financial oversight by Board of Directors program planning and policy development by the Policy Council. Together, the Region 10 shared governance provided important input and oversight including:

- Region 10 Hiring Process

- Budget
- Head Start/Early Head Start Bylaws
- Enrollment
- Systematic Selection
- Self-Assessment
- School Readiness and Nutrition Activities
- Review of New Staffs
- Child Assessment and CLASS Outcomes
- Head Start Application

Parents also shared their personal stories about the benefits their children experienced from being enrolled in the program including increased social skills, health and nutrition, and increases in math and reading skills.

Budget/Financial Aspects

HEAD START AND EARLY HEAD START PROGRAM						
FY 2019-2020	Original Budget 2019-2020	Actual Expenditures for 2019-2020			Percent of Total	Proposed New FY 2019-2020 (Basic + T & TA)
Category	Basic + T & TA	Basic	T & TA*	Total		
Personnel	6,618,757.00	6,653,961	47,552	6,701,513	68%	7,014,528.00
Fringe Benefits	1,339,031.00	1,006,850	0.00	1,006,850	11%	1,493,705.00
Travel	25,000.00	76,566	29,235	105,801	2%	31,653.00
Equipment	0.00	0.00	0.00	0.00	0%	0.00
Supplies	294,154.00	339,044	42,739	381,783	3%	191,754.00
Contractual	0.00	0.00	0.00	0.00	0%	0.00
Facilities Construction	0.00	0.00	0.00	0.00	0%	0.00
Other	865,942.00	815,660	39,173	854,133	2%	1,845,063.00
Direct Costs	9,142,884.00	8,892,081	158,699	9,050,780	86%	10,576,703.00
Indirect Costs	481,639.00	475,921	0.00	475,921	4%	536,576.00
Total Amount	9,624,523.00	9,368,002	158,699	9,526,701	90%	11,113,279.00

*T & TA is Training and Technical Assistance.

Non-Federal Share

The program received \$2,406,131 in non-federal share, meeting the federal requirement of 20%. Non-federal share included donations of goods and services, volunteer time, medical and dental services and support from the school districts for a portion of the teachers' salaries and benefits, classroom space and office space and administrative support.

Public and Private Funds Received

Head Start and Early Head Start funds were received from the United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start. No other public or private funds were received.

Results of Audit for Year Ending August 31, 2020

The certified public accounting firm of Edgin, Parkman, Fleming, and Fleming, PC conducted the annual audit. The Region 10 ESC Board of Directors approved the report of the 2019-2020 audit on December 18, 2020. The auditors determined that the ESC complied in all material respects with the type of compliance requirements that could have a direct and material effect on a major program. Also, the firm did not identify any deficiencies in internal controls that could be considered to be material weaknesses.

Enrollment

Head Start maintained full enrollment and served 1,029 children in 52 Head Start/Pre-K classes in partnership with Crandall ISD, Denison ISD, Ennis ISD, Farmersville ISD, Forney ISD, Frisco ISD, Italy ISD, Kemp ISD, Mabank ISD, McKinney ISD, Pottsboro ISD, Rockwall ISD, Royse City ISD, and Sherman ISD. Early Head Start maintained full enrollment and served 230 infants, toddlers and pregnant women. Along with serving families from the community, the Early Head Start program partnered with school districts' pregnant and parenting teen programs.

Each participant was determined eligible based on criteria established by the federal Office of Head Start. Data related to children's eligibility was as follows:

Head Start and Early Head Start Eligibility		
Type of Eligibility	Head Start	Early Head Start
Income below 100% of poverty line	763	172
Recipient of public assistance (Temporary Assistance for Needy Families, Supplemental Security Income, etc.)	91	14
Status as foster child	36	9
Status as homeless	70	34
Over income	69	0

Family and Community Engagement Program Services

Family and Community Engagement included support as follows:

- Strengthening parent-child relationships
- Children's learning and development
- Resource directory with a listing of agencies and services
- Positive parenting classes
- Daily attendance checks for children
- Family goal setting such as degree completion, job placement, medical/dental/nutrition wellness, mental health and social services
- Advocacy for child and self-advocacy through program governance

Family Resource Specialists assisted the families in accessing needed services and continued to provide support and follow-up services to determine if the needs had been met. Head Start and Early Head Start families received many types of services during the 2019-2020 school year as follows:

Head Start Family Services	
Service	Families received the service during the year
Emergency/crisis intervention	238
Housing assistance	18
Asset building services	1
Mental health services	17
Substance misuse prevention	1
Substance misuse treatment	3
English as a second language (ESL) training	32
Assistance in enrolling into an education or job training program	44
Research-based parenting curriculum	863
Involvement in discussing their child's screening and assessment	0
Supporting transitions between programs (HS to kindergarten)	595
Education on preventative medical and oral health	643
Education on relationship/marriage	1
Assistance to families of incarcerated individuals	5
Received at least one of the services listed above	886

Early Head Start Family Services	
Service	Families received the service during the year
Emergency/crisis intervention	23
Housing assistance	3
Asset building services	1
Mental health services	2
Substance misuse prevention	3
Substance misuse treatment	1
English as a second language (ESL) training	1
Adult education or job training	27
Research-based parenting curriculum	142
Supporting transitions between programs (EHS ...)	0
Medical and oral health education	123
Education on relationship/marriage	1
Assistance to families of incarcerated individuals	1
Received at least one of the services listed above	146

Characteristics of Children and Families

Language

In Head Start, 70% of the families identified themselves as monolingual English speakers, and 27% identified themselves as predominantly Spanish speakers. Small percentages (less than 1%) of families identified themselves as speakers of Native Central American, South American, Mexican, Eastern Asian, Pacific Island, European and Slavic, and African languages. Families who spoke Middle Eastern or South Asian languages were 2% of the enrollment. Three families did not specify a home language.

In Early Head Start, 70% of the families identified themselves as monolingual English speakers, and 29% identified themselves as predominantly Spanish speakers. Very small percentages, less than 1% of the families, spoke other languages including Middle Eastern and South Asian languages, European and Slavic languages, and African languages.

Ethnicity and Race

The information below indicates the race and ethnicity of the children involved in Head Start and

Early Head Start.

Head Start Ethnicity Race and Ethnicity		
Race and Ethnicity	Hispanic or Latino Origin	Non-Hispanic or Latino Origin
American Indian or Alaska Native	4	6
Asian	0	10
Black or African American	11	127
Native Hawaiian or other Pacific Islander	1	5
White	250	296
Bi-racial/Multi-racial	34	52
Other (no race specified)	122	11

Early Head Start Ethnicity/Race (includes children and pregnant women)		
Race and Ethnicity	Hispanic or Latino Origin	Non-Hispanic or Latino Origin
American Indian or Alaskan Native	0	0
Asian	0	1
Native Hawaiian or other Pacific Islander	0	1
Black or African American	3	67
White	39	24
Bi-racial/Multi-racial	10	14
Other – Hispanic that only identified as Hispanic	52	3

Efforts to Prepare Students for Kindergarten

Factors that support Region 10 ESC Head Start students’ strong preparation for their kindergarten experience:

- School Readiness - Head Start Early Learning Outcomes Framework
- Effective Teaching Practices (1302.31)
- Learning Environment (1302.31)
- Curricula (1302.32)
- Screenings and Assessments (1302.33)
- Family Engagement (1302.34)

Birth-to-Five School Readiness

- Expanded strategies to support a model of school readiness that focused on children from birth - 5 years of age. Using the *Head Start Early Learning Outcomes Framework, Birth to Five*, the management team and staff implemented goals and strategies to ensure that children were school ready.
- Enhanced a Birth-to-Five approach with support for the Center Managers and the Early Head Start teachers including coaching, goal setting, and reflective feedback.

Effective Teaching Practices and the Learning Environment

- Classrooms provided a safe and developmentally appropriate environment that encouraged all children to participate in active learning through:
 - Daily Routine
 - Exploration
 - Choices
 - Problem-Solving
 - Manipulation of Materials
 - Teacher Support
 - Interactions with Peers and Adults
 - Screenings and Assessment
 - Lesson Plans
- Encouraged teaching teams to plan and modify classroom activities and experiences based
- on children's interests, individual needs, and data from the ongoing assessments.

Screenings and Assessments

- Direct and Observation-based assessment data was collected on each child's developmental progress in Head Start and Early Head Start, documented, and routinely shared with families at various occurrences such as:
 - Home Visits: Two per year
 - Parent Conferences: At least two per year
- Research-based screening and assessment tools included:
 - Preschool Language Scale 4 - for speech/language (English and Spanish)
 - Developmental screening (Brigance III)
 - Social Emotional & Self-Help screeners (Brigance III)
 - ASQ-3 (EHS only)
 - ASQ: SE-2 (EHS only)
 - Child Outcomes Assessment - Anecdotal notes, direct observations
 - CLI Engage Progress Monitoring
 - CLI Engage Infant / Toddler Developmental Checklists (EHS Only)

CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)

The CLASS is a research-based, observation tool used to analyze and assess the effectiveness of the interactions between children and adults in the classroom. Region 10 Head Start contracted qualified and credentialed researchers and CLASS observers from Southern Methodist University (SMU) in Dallas to conduct the fall and spring observations. Data was utilized for practice-based coaching and support through the school year.

The CLASS data indicated a need for improvement in the Instructional Support domain, so additional professional development was developed and implemented as part of continuous improvement.

School districts provided remote instruction only in Spring 2020 due to the COVID-19 pandemic, so observations were not conducted for the End-of-Year cohort.

Classroom Assessment Scoring System (CLASS) Report for School Year 2019-20 Score Range from 1-7 1-2 = Low 3-5 = Mid 6-7 = High		
CLASS Domain	Beginning of Year	End of Year
Emotional Support	6.01 96.20% met/exceeded quality goal	Due to COVID-19 No Observations
Classroom Organization	5.77 86.54% met/exceeded quality goal	Due to COVID-19 No Observations
Instructional Support	3.29 55.77% met/exceeded quality goal	Due to COVID-19 No Observations

Health Services

Head Start and Early Head Start provided high-quality health and dental health services that were developmentally, culturally, and linguistically appropriate. In addition, 982 Head Start children and 191 Early Head Start children had an ongoing source of continuous, accessible care provided by a healthcare professional.

For children in Head Start, 526 children were up to date on a schedule of age-appropriate primary and preventive health care at the end of the enrollment year; 108 were diagnosed with a chronic condition requiring medical attention and 63 received treatment.

Head Start children received assistance for health conditions as indicated on the table below.

Head Start Health Conditions	
Condition	Children
Autism Spectrum Disorder (ASD)	4
Asthma	11
Hearing Problems	43
Vision Problems	112

For children in Early Head Start, 169 were up to date on a schedule of age-appropriate primary and preventive health care at enrollment, with 154 meeting the criteria at the end of the enrollment year. Seventeen of the children were diagnosed with a chronic condition requiring medical attention; four received treatment. Early Head Start children were diagnosed by a health care professional with the following chronic health conditions:

Early Head Start Health Conditions	
Condition	Children
Asthma	2
Hearing Problem	8
Vision Problems	7

Dental Services

Children in Head Start and Early Head Start often have significant needs for dental services. The program collected data on the number of children who had a continuous accessible source of dental care at the beginning of the enrollment year and at the end of the year.

Head Start Students	
Up to Date at Enrollment	Up to Date at End of Enrollment Year
972	994

Early Head Start Students	
Up to Date at Enrollment	Up to Date at End of Enrollment Year
150	163

Mental Health Services

Research continues to show a direct correlation between social and emotional development and long-term academic success. Social and emotional development of infants, toddlers, and preschool children is a key focus, and the program has two full-time, Master's level Social Workers who serve the program as Mental Health Consultants. The table below indicates the mental health services provided for children in Head Start and Early Head Start.

Mental Health Services		
Mental Health Service	Head Start	Early Head Start
Number of children for whom staff received consultation from Mental Health Consultants	20	11
Number of children for whom the Mental Health Consultants consulted with parents about the child's mental health	6	5
Number of children for whom the Mental Health Consultant facilitated a referral for mental health services	1	4
Number of children referred for mental health services outside of Head Start/Early Head Start	1	4

Services for Children with Disabilities

Early Head Start and the Early Childhood Intervention (ECI) program partnered to ensure infants and toddlers with disabilities were enrolled in the program. Head Start and the school district Special Education departments partnered to enroll students with disabilities in the Head Start classrooms including attending ARDs and supporting Individual Education Plans. The Head Start Disabilities Consultants developed a library of resource materials, available for loan to Head Start classrooms, to support children with disabilities with accommodations in the learning environment. A brochure and a video were also available to inform families of children with disabilities about special education processes that take place during the transition between Head Start and Kindergarten. The chart below reflects the percentage of children with disabilities served in Head Start and Early Head Start.

Percent of Children With Disabilities Enrolled	
Program	2019-20
Early Head Start	10%

Head Start	15% *Over Income 6%
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Although delay in speech and language development was the most common disability among children in the Head Start program, the program also provided services for children with other disabilities as indicated below.

Disability Services Summary	
Type of Disability	Number Served in 2019-2020
Health impairment	1
Speech or language impairments	137
Intellectual disabilities	0
Hearing impairment including deafness	0
Orthopedic impairment	2
Visual impairment including blindness	3
Autism	3
Non-Categorical	0

Parent Feedback

The annual parent survey allowed the program to collect feedback for continuous improvement. Some of the comments included:

- This was helpful for me and my family.
- Reading to my child with the activities and handouts was helpful.
- I learned how babies grow (child development stages).
- A great program! My child has progressed tremendously!
- The Head Start program boosted my child up to where he needed to be in language, communicating, and a chance to be around other children from all backgrounds. His number skills are better. Not perfect but he loves to learn! I saw him become more mature.
- Helped with dental and health needs and the Health Summary was easy to read.
- I am so happy with the program and love all the staff. My Granddaughter loved it so much, all the teachers and everyone was so wonderful.
- Me encanta que mi hijo esté en Early Head Start porque se a desarrollado bastante en muchos ámbitos y lo demuestra en casa con la familia. Agradezco you el apoyo al equip de Early Head Start porque son un gran apoyo en mi vida.

(I love that my son is in Early Head

Start because he has developed quite a bit in many areas and he shows it at home with the family. I appreciate the support of the Early Head Start team because they are a great support in my life.)