# CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Description</td>
<td>2</td>
</tr>
<tr>
<td>Highlights And Changes</td>
<td>2</td>
</tr>
<tr>
<td>Program Governance</td>
<td>3</td>
</tr>
<tr>
<td>Budget/Financial Aspects</td>
<td>3</td>
</tr>
<tr>
<td>Non-Federal Share</td>
<td>4</td>
</tr>
<tr>
<td>Public And Private Funds Received</td>
<td>4</td>
</tr>
<tr>
<td>Results Of Audit For Year Ending August 31, 2018</td>
<td>4</td>
</tr>
<tr>
<td>Financial Aspects 2017-2018</td>
<td>4</td>
</tr>
<tr>
<td>Results Of Monitoring Visit</td>
<td>4</td>
</tr>
<tr>
<td>Enrollment</td>
<td>4</td>
</tr>
<tr>
<td>Family And Community Engagement Program Services</td>
<td>5</td>
</tr>
<tr>
<td>Region 10 ESC Head Start/Early Head Start Family Services</td>
<td>5</td>
</tr>
<tr>
<td>Characteristics Of Children And Families</td>
<td>7</td>
</tr>
<tr>
<td>Language</td>
<td>7</td>
</tr>
<tr>
<td>Ethnicity And Race</td>
<td>7</td>
</tr>
<tr>
<td>Efforts to Prepare Students for Kindergarten</td>
<td>8</td>
</tr>
<tr>
<td>New In 2017-18</td>
<td>9</td>
</tr>
<tr>
<td>Health Services</td>
<td>11</td>
</tr>
<tr>
<td>Dental Services</td>
<td>13</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>13</td>
</tr>
<tr>
<td>Services for Children with Disabilities</td>
<td>14</td>
</tr>
<tr>
<td>What Do Our Parents Have to Say?</td>
<td>16</td>
</tr>
</tbody>
</table>
Program Description

The Region 10 Head Start/Early Head Start program falls under the direction of the United States Department of Health and Human Services, Administration for Children and Families. We are required to adhere to a set of rules known as the Head Start Performance Standards.

Region 10 Education Service Center (ESC) is the grantee for Head Start and Early Head Start services while partnering with eighteen (18) 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 2017-2018 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:

- 2017-2018 was the 5th year of the OHS five-year grant cycle. A process of evaluating program systems and writing the grant for a new five-year grant cycle began with input from staff, district and community partners and parents. The grant was submitted to the Office of Head Start on June 1, 2018 for implementation beginning September 1, 2018.
- Head Start’s district partnerships decreased from 15 to 14 as Waxahachie ISD determined that they were going to make their Prekindergarten classes full day. The Waxahachie Head Start class was moved to Frisco ISD. Frisco Early Childhood School determined this 4th class to be a collaborative classroom which enrolls a larger number of children with disabilities. The bilingual class was changed to a monolingual class. Also, Kemp ISD requested one fewer class, so it was moved to Mabank ISD that had a documented waiting list that would accommodate a 6th class.
- Practice-based coaching (PBC) continued to be implemented with a needs assessment for every teacher and every instructional assistant. The needs assessment data was used for goal setting by the teacher and instructional assistant and reflected on throughout the year.
- Beginning with the 2017-2018 Program Year, Early Head Start Home-Based Program Option began providing year-round services with one home visit per week per family that lasts at least 90 minutes, with a minimum of 46 visits per program year. Home Visitors plan a minimum of 22 Group Socialization Activities for enrolled families.
- Year-round services for Teen Parents also began in the 2017-2018 Program Year, including regular home-based services during the summer months when the teens are not attending school.
- Newly enrolled families in Early Head Start as well as Teen Parents are invited to attend the Group Socialization Activities with the enrolled Home Based families.
- In Head Start/Early Head Start classrooms, the Active Supervision Toolkit was utilized, implemented and monitored through the Classroom Observation Instrument.
- The Head Start Teacher Checklist, Classroom Observation Instrument (COI) and Classroom Assessment Scoring System (CLASS) continued to be implemented in each classroom for ongoing monitoring/self-assessment. The Active Supervision Toolkit was also utilized to enhance safety practices.
- Policy Council membership possibilities increased for parents to participate up to 5 one-year terms.
- A parent contact system was implemented for unexplained absences within the first hour of school to ensure children’s safety.
Program Governance

Head Start Program Governance is one of the 10 management systems within Head Start programs. Each of the 10 systems plays a critical role in supporting quality Head Start services that lead to positive outcomes for children and families. Head Start Program Governance is both unique and complex and includes 3 separate entities:

1. the governing body
2. the Policy Council, and
3. the management staff.

The coordinated efforts of Head Start staff, families and community representatives have always worked together to help establish the direction of the program. Governing bodies have a legal and fiscal responsibility to administer and oversee the agency’s Head Start and Early Head Start programs.

Region 10 Education Service Center has a Board of Directors that acts as its governing body. The governing body, along with the Policy Council, must use ongoing monitoring results, data on School Readiness Goals and other information to conduct its responsibility. A program must establish a Policy Council that consists of parents with children currently enrolled in each program option.

The Head Start/Early Head Start Policy Council operates under a set of guidelines called Bylaws and assists the Head Start and Early Head Start program in the areas of planning, general procedures, and Human Resource Management. The Policy Council serves as a link between public and private organizations, the grantee Board of Directors, and the community it serves. Parents have the opportunity to initiate suggestions and ideas for program improvements and to receive a report on action taken by the administering agency with regard to their recommendations.

Budget/Financial Aspects

<table>
<thead>
<tr>
<th>2017-2018 Budget Overview and 2018-2019 Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Personnel</td>
</tr>
<tr>
<td>Fringe Benefits</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Equipment</td>
</tr>
<tr>
<td>Supplies</td>
</tr>
<tr>
<td>Contractual</td>
</tr>
<tr>
<td>Facilities Construction</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Direct Costs</td>
</tr>
<tr>
<td>Indirect Costs</td>
</tr>
<tr>
<td>Total Amount</td>
</tr>
</tbody>
</table>

*T & TA is Training and Technical Assistance
NON-FEDERAL SHARE
The program received $2,229,833 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, 2018
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 17-18 audit on December 21, 2018. 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. In addition, the firm did not identify any deficiencies in internal controls that could be considered to be material weaknesses.

FINANCIAL ASPECTS 2017-2018
For the fiscal year (FY) 2017-2018, the program received funding from the Office of Head Start in the amount of $9,213,134. The program was able to meet its goals and primary functions because of the funding used for materials and supplies for the classroom and parent events, field trips for Head Start, staff travel for training and technical assistance and personnel, including substitutes and all other program activities. The continued partnerships with school districts and the ongoing support of the Education Service Center helped to facilitate and promote an efficient and successful Head Start and Early Head Start program.

The children were enrolled in the school districts’ prekindergarten programs and received free breakfast and lunch. Because of the partnership with school districts, the Head Start program received no funding from United States Department of Agriculture (USDA); the school district partners received the USDA funds.

Results of Monitoring Visit
The program did not have any monitoring visits in 2017-2018.

Enrollment
The Region 10 ESC Head Start/Early Head Start program served a total of one thousand three hundred (1,300) children in partnership with Crandall ISD, Denison ISD, Ennis ISD, Farmersville ISD, Forney ISD, Frisco ISD, Kemp ISD, Mabank ISD, McKinney ISD, Pottsboro ISD, Rockwall ISD, Royse City ISD, Sherman ISD, Waxahachie ISD and Whitesboro ISD. This included 1,052 three and four-year-old Head Start children as well as 248 infants, toddlers and pregnant women in Early Head Start. Along with serving families from the community, the Early Head Start program was in partnership with the local school districts’ pregnant and parenting teen programs.

Head Start maintained full enrollment throughout the year and had a waiting list of 126 children. The largest number of children on a waiting list were in McKinney, Ennis and Sherman. Early Head Start also maintained full enrollment with the largest waiting list located in McKinney.

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:
Eligibility Data Overview

<table>
<thead>
<tr>
<th>Type of Eligibility</th>
<th>Head Start</th>
<th>Early Head Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income below 100% of poverty line</td>
<td>821</td>
<td>194</td>
</tr>
<tr>
<td>Recipient of public assistance (Temporary Assistance for Needy Families, Supplemental Security Income, etc.)</td>
<td>74</td>
<td>11</td>
</tr>
<tr>
<td>Status as foster child</td>
<td>52</td>
<td>14</td>
</tr>
<tr>
<td>Status as homeless</td>
<td>53</td>
<td>26</td>
</tr>
<tr>
<td>Over income</td>
<td>52</td>
<td>3</td>
</tr>
</tbody>
</table>

Family and Community Engagement Program Services

The focus of the Family and Community Engagement Program Services is to support and strengthen parent-child relationships and engage families around their children’s learning and development. Parents and families are supported in achieving their own goals, such as housing stability, continued education and financial security. The Family Resource Specialists worked closely with the families during the program year in setting at least one goal for the year, encouraging and motivating them to move forward with their plans. Families also received a resource directory brochure with information about available services within the community.

Region 10 ESC Head Start/Early Head Start Family Services provide:

- Positive parenting classes
- Daily attendance checks for children
- Family goal setting
- Support for degree completion
- Support for job placement
- Support for medical/dental/nutrition wellness
- Mental health support
- Social service support
- 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 families received many types of services during the 2017-2018 school year as shown on the following table.
### Head Start and Early Head Start Family Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Families expressed an interest or identified a need in the program year</th>
<th>Families received the service during the year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Head Start/Early Head Start</td>
<td>Head Start/Early Head Start</td>
</tr>
<tr>
<td>Emergency/crisis intervention</td>
<td>163 / 12</td>
<td>110 / 10</td>
</tr>
<tr>
<td>Housing assistance</td>
<td>36 / 17</td>
<td>19 / 2</td>
</tr>
<tr>
<td>Mental health services</td>
<td>128 / 74</td>
<td>31 / 18</td>
</tr>
<tr>
<td>English as second language</td>
<td>20 / 11</td>
<td>10 / 3</td>
</tr>
<tr>
<td>Adult education</td>
<td>76 / 73</td>
<td>17 / 20</td>
</tr>
<tr>
<td>Job training</td>
<td>61 / 14</td>
<td>27 / 4</td>
</tr>
<tr>
<td>Domestic violence</td>
<td>3 / 2</td>
<td>1 / 1</td>
</tr>
<tr>
<td>Child support assistance</td>
<td>0 / 2</td>
<td>0 / 1</td>
</tr>
<tr>
<td>Child abuse and neglect</td>
<td>8 / 3</td>
<td>3 / 1</td>
</tr>
<tr>
<td>Health education</td>
<td>467 / 52</td>
<td>57 / 11</td>
</tr>
<tr>
<td>Parenting education</td>
<td>638 / 143</td>
<td>251 / 60</td>
</tr>
<tr>
<td>Assistance to families of incarcerated individuals</td>
<td>4 / 2</td>
<td>2 / 0</td>
</tr>
<tr>
<td>Relationship/marriage education</td>
<td>7 / 0</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Asset building services such as financial education, debt counseling, etc.)</td>
<td>134 / 11</td>
<td>93 / 5</td>
</tr>
<tr>
<td>Families who received at least one service</td>
<td>870 / 182</td>
<td>458 / 93</td>
</tr>
</tbody>
</table>

To strengthen services provided to families, the Family Service Specialists received P.A.P.A. (Parenting and Paternity Awareness) training by the Texas Attorney General’s Office. The Regional Head Start Office trained Family Resource Specialists on how to assist families in setting realistic and attainable goals. The Texas Workforce Commission shared information with the Family Resource Specialists on employment and training services available to families.

In response to the Head Start Program Performance Standards, a Family Development Credentialing class was selected from the University of Connecticut to support staff currently working with families who did not meet the credentialing requirements. Two staff members who did not fully meet those requirements were enrolled in the class.
Characteristics of Children and Families

**LANGUAGE**

In Head Start, 68% of the families identified themselves as monolingual English speakers and 28% 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, South Asian languages were 1% of the enrollment. Three families did not specify a home language. When compared to the 2016-2017 school year, the percentage of English-speaking families decreased while the percentage of Spanish-speaking families increased.

In Early Head Start, 67% of the families identified themselves as monolingual English speakers and 33% identified themselves as predominantly Spanish speakers. In comparison with the 2016-2017 school year, these percentages indicate a 6% increase in the number of English speakers and approximately 4% decrease in the number of Spanish speakers. This is different from the previous program year which showed an increase in predominantly Spanish speaking families and a decrease in monolingual English 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 2017-2018 information below indicates the race and ethnicity of the children involved in Head Start and Early Head Start.

<table>
<thead>
<tr>
<th>Head Start Ethnicity/Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>Native Hawaiian or other</td>
</tr>
<tr>
<td>Pacific Islander</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Bi-racial/Multi-racial</td>
</tr>
<tr>
<td>Other (no race specified)</td>
</tr>
<tr>
<td>Unspecified (no race or</td>
</tr>
<tr>
<td>ethnicity specified)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Head Start Ethnicity/Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>(includes children and pregnant women)</td>
</tr>
<tr>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Bi-racial/Multi-racial</td>
</tr>
<tr>
<td>Other – Hispanic who only</td>
</tr>
<tr>
<td>identified as Hispanic</td>
</tr>
</tbody>
</table>
Efforts to Prepare Students for Kindergarten

Region 10 ESC Head Start and Early Head Start expanded specific 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* as a model, the management team and the staff continued implementation of goals and strategies to ensure that children were school ready.

The scientifically research-based curriculum used in the classrooms by the teaching team contributed to the children’s school readiness by utilizing its scope and sequence to engage the children throughout the daily routine. Region 10 ESC Head Start classrooms also implemented a scientifically research-based and developmentally appropriate curriculum framework, the Texas Prekindergarten Guidelines, the Head Start Early Learning Outcomes Framework, Birth to Five and the learning system/curriculum that each district partner had chosen for its Head Start/Pre-K teachers.

The state-adopted district learning systems were developed using the Texas Prekindergarten Guidelines; all systems were closely aligned with the *Head Start Early Learning Outcomes Framework, Birth to Five*. The systems included language development, literacy, mathematics, science, creative arts, social and emotional development, approaches to learning and physical health and development. The districts utilized *Frog Street, Scholastic Early Childhood Program, Opening the World of Learning (OWL)* and the *DLM Early Childhood Express*.

Teaching teams encouraged children’s active learning which helped children learn to make choices and manipulate materials. Opportunities for children to develop reasoning, problem-solving and decision-making skills were provided as well. Teaching teams also labeled each part of the classroom to promote early literacy and numeracy skills along with organization, classification and seriation skills. Posted lesson plans in each classroom reflected planned activities for socialization, self-esteem, health, safety, hygiene and nutrition to address content areas using the curriculum embedded with developmentally appropriate practices.

Teaching teams were encouraged to plan and modify classroom activities and experiences based on children’s interests, individual needs and data from the ongoing assessments.

**Documentation of Children’s Progress included:**

**Home Visits:** Two per year required

**Screenings:**
- Preschool Language Scale 4 - for speech/language (English and Spanish)
- Developmental screening (Brigance III)
- Vision
- Hearing
- Other screenings determined by the district

**Assessment:**
- Devereux (DECA)
- Portfolio Assessment
- Teaching Strategies GOLD

**Documentation:**
- Assessments
- Home Visits
- Parent/Teacher Conference
- Lesson Plans
- Anecdotal Notes
- Contact Notes
- Child Portfolio
All Region 10 ESC Head Start teachers hold a minimum of a bachelor’s degree, were appropriately certified by the state to teach early childhood and are school district employees. Because of the nature of the partnership between Region 10 ESC and the school district, both the district and Region 10 ESC were jointly responsible for the appropriate implementation of the Head Start Performance Standards.

Within the Region 10 ESC program, the focus of school readiness included Early Head Start. The Birth to 5 Education Consultant worked with the Early Head Start Lead Teachers to administer the Infant Toddler Environment Rating Scale – Revised (ITERS-R) in each classroom and provided feedback to the teachers. Specific professional development sessions were planned based on the results of the administration of the ITERS-R, Teaching Strategies GOLD and the DECA.

NEW IN 2017-18

1. The Practice-based coaching model was more fully implemented. The following types of coaching were executed
   - One-on-one
     - coach/consultant visiting regularly with the teacher or Instructional assistant (IA). The individuals set a goal(s) (based on CLASS data), record video clips of themselves in the particular teaching scenario according to the goal(s) they had set. Together, the coach and teacher view and critique through reflective feedback.
   - Teaching teams
     - coach/consultant visiting regularly with the teacher and IA together. The participants set individual goals (based on CLASS data), record video clips of themselves in the particular teaching scenarios according to the goals they had set. Together the coach and the teaching team view and critique them together through reflective feedback.

2. 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. The data was gathered through classroom observations and a comprehensive report was developed and shared with the Region 10 Head Start Education team.

<table>
<thead>
<tr>
<th>CLASS (Classroom Assessment Scoring System)</th>
<th>Emotional Support</th>
<th>Class Organization</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>96.2%</td>
<td>98.7%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>100.0%</td>
<td>98.0%</td>
<td>83.7%</td>
</tr>
<tr>
<td>Norm</td>
<td>85-95%</td>
<td>85-95%</td>
<td>35-50%</td>
</tr>
<tr>
<td>OUTCOMES</td>
<td>· 3.8%</td>
<td>&lt;.07%</td>
<td>· 10.6%</td>
</tr>
</tbody>
</table>

GOAL: To show an increase in the Instructional Support domain from the fall to the spring - Goal was met.
<table>
<thead>
<tr>
<th>Developmental Areas</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Goal Met</td>
</tr>
<tr>
<td></td>
<td>Fall 442 / 46.87%</td>
<td>416 / 44.11%</td>
<td>85 / 9.01%</td>
</tr>
<tr>
<td></td>
<td>Winter 251 / 24.66%</td>
<td>577 / 56.68%</td>
<td>190 / 18.66%</td>
</tr>
<tr>
<td></td>
<td>Spring 111 / 10.64%</td>
<td>582 / 55.8%</td>
<td>350 / 33.56%</td>
</tr>
<tr>
<td><strong>Social-Emotional</strong></td>
<td></td>
<td></td>
<td><strong>89.36%</strong></td>
</tr>
<tr>
<td></td>
<td>Fall 305 / 32.34%</td>
<td>543 / 57.58%</td>
<td>95 / 10.07%</td>
</tr>
<tr>
<td></td>
<td>Winter 156 / 15.52%</td>
<td>682 / 67.86%</td>
<td>167 / 16.62%</td>
</tr>
<tr>
<td></td>
<td>Spring 68 / 6.53%</td>
<td>614 / 58.93%</td>
<td>360 / 34.55%</td>
</tr>
<tr>
<td><strong>Physical</strong></td>
<td></td>
<td></td>
<td><strong>93.48%</strong></td>
</tr>
<tr>
<td></td>
<td>Fall 460 / 48.78%</td>
<td>439 / 46.55%</td>
<td>44 / 4.67%</td>
</tr>
<tr>
<td></td>
<td>Winter 309 / 30.35%</td>
<td>575 / 56.48%</td>
<td>134 / 13.16%</td>
</tr>
<tr>
<td></td>
<td>Spring 163 / 15.67%</td>
<td>593 / 57.02%</td>
<td>284 / 27.31%</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td><strong>84.33%</strong></td>
</tr>
<tr>
<td></td>
<td>Fall 483 / 51.22%</td>
<td>406 / 43.05%</td>
<td>54 / 5.73%</td>
</tr>
<tr>
<td></td>
<td>Winter 284 / 27.9%</td>
<td>601 / 59.04%</td>
<td>133 / 13.06%</td>
</tr>
<tr>
<td></td>
<td>Spring 141 / 13.7%</td>
<td>621 / 60.35%</td>
<td>267 / 25.95%</td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td></td>
<td></td>
<td><strong>86.3%</strong></td>
</tr>
<tr>
<td></td>
<td>Fall 514 / 54.62%</td>
<td>387 / 41.13%</td>
<td>40 / 4.25%</td>
</tr>
<tr>
<td></td>
<td>Winter 259 / 25.95%</td>
<td>609 / 61.02%</td>
<td>130 / 13.03%</td>
</tr>
<tr>
<td></td>
<td>Spring 120 / 11.51%</td>
<td>647 / 62.03%</td>
<td>276 / 26.46%</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td></td>
<td></td>
<td><strong>88.49%</strong></td>
</tr>
<tr>
<td></td>
<td>Fall 576 / 61.47%</td>
<td>325 / 34.69%</td>
<td>36 / 3.84%</td>
</tr>
<tr>
<td></td>
<td>Winter 300 / 30.27%</td>
<td>580 / 58.53%</td>
<td>111 / 11.2%</td>
</tr>
<tr>
<td></td>
<td>Spring 152 / 14.69%</td>
<td>636 / 61.45%</td>
<td>247 / 23.86%</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td><strong>85.31%</strong></td>
</tr>
<tr>
<td></td>
<td>Fall 84 / 55.63%</td>
<td>66 / 43.71%</td>
<td>1 / 0.66%</td>
</tr>
<tr>
<td></td>
<td>Winter 67 / 46.85%</td>
<td>59 / 41.26%</td>
<td>17 / 11.89%</td>
</tr>
<tr>
<td></td>
<td>Spring 34 / 22.67%</td>
<td>61 / 40.67%</td>
<td>55 / 36.67%</td>
</tr>
<tr>
<td><strong>Spanish Language</strong></td>
<td></td>
<td></td>
<td><strong>77.34%</strong></td>
</tr>
<tr>
<td></td>
<td>Fall 85 / 56.29%</td>
<td>62 / 41.06%</td>
<td>4 / 2.65%</td>
</tr>
<tr>
<td></td>
<td>Winter 44 / 30.77%</td>
<td>76 / 53.15%</td>
<td>23 / 16.08%</td>
</tr>
<tr>
<td></td>
<td>Spring 25 / 16.67%</td>
<td>66 / 44%</td>
<td>59 / 39.33%</td>
</tr>
<tr>
<td><strong>Spanish Literacy</strong></td>
<td></td>
<td></td>
<td><strong>83.33%</strong></td>
</tr>
</tbody>
</table>

3. CDA Credential - Instructional Assistants enrolled in the Child Development Associate (CDA) classes; must successfully complete with a CDA Credential within 2 years: 9
Health Services

Head Start and Early Head Start must provide high-quality health and dental health services that are developmentally, culturally and linguistically appropriate. Within 30 days after the child enters the program or receives the first home visit, staff must work with the families to determine whether each child has an ongoing source of continuous, accessible care provided by a health-care professional who maintains the child’s ongoing health record. If a child does not have a source for ongoing care and health insurance coverage is lacking, the program must assist families in finding a source of care and health insurance that will meet this criteria as soon as possible. One area addressed in the Head Start Child Development and Early Learning Framework was the domain of physical development and health. The table below shows information about the availability of insurance for the children.

<table>
<thead>
<tr>
<th>Insurance Data</th>
<th>Start of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start children with health insurance</td>
<td>922</td>
<td>1007</td>
</tr>
<tr>
<td>Early Head Start children with health insurance</td>
<td>190</td>
<td>212</td>
</tr>
<tr>
<td>Head Start children whose insurance was Medicaid/CHIP</td>
<td>837</td>
<td>908</td>
</tr>
<tr>
<td>Early Head Start children whose insurance was Medicaid or CHIP</td>
<td>176</td>
<td>195</td>
</tr>
<tr>
<td>Head Start children with private insurance</td>
<td>79</td>
<td>93</td>
</tr>
<tr>
<td>Early Head Start children with private insurance</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Head Start children with no insurance</td>
<td>130</td>
<td>45</td>
</tr>
<tr>
<td>Early Head Start children with no insurance</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td>Head Start with military insurance (CHAMPUS or Tri-Care)</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Early Head Start also served twenty-three (23) pregnant women and assisted them with accessing insurance for ongoing prenatal care. The table that follows indicates their insurance status.

<table>
<thead>
<tr>
<th>Type of insurance</th>
<th>Number of pregnant women at enrollment</th>
<th>Number of pregnant women at end of enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one type of insurance</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Medicaid</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Publicly funded insurance but not Medicaid</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Private health insurance</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>No insurance</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

For children in Head Start, eight hundred twenty-seven (827) children were up-to-date on a schedule of age-appropriate primary and preventive health care at the end of the enrollment year; forty-two (42) were diagnosed with a chronic condition requiring medical attention and ten (10) received treatment. The primary reason that the children did not receive the treatment was that parents did not follow through with the appointment.
Head Start children received assistance for health conditions as indicated on the table below.

<table>
<thead>
<tr>
<th>Health Condition</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asthma</td>
<td>73</td>
</tr>
<tr>
<td>Hearing</td>
<td>4</td>
</tr>
<tr>
<td>Vision problems</td>
<td>3</td>
</tr>
<tr>
<td>Diabetes</td>
<td>1</td>
</tr>
</tbody>
</table>

Because childhood obesity continues to be a national problem, the Head Start program monitors children’s body-mass indexes and provides assistance and guidance to parents of children who are considered overweight or obese. During the 2017-2018 program year, one hundred eighty-seven (187) children were considered to be overweight (BMI at or above the 85th percentile but below the 95th percentile for the child’s age and sex) and one hundred seventy-seven (177) were considered to be obese (BMI at or above the 95th percentile for child’s age and sex).

For children in Early Head Start, one hundred forty-nine (149) were up-to-date on a schedule of age-appropriate primary and preventive health care at enrollment, with one hundred forty-six (146) meeting the criteria at the end of the enrollment year. Nineteen (19) were diagnosed with a chronic condition requiring medical attention. Seven (7) received treatment. Early Head Start children received assistance for the following health conditions:

<table>
<thead>
<tr>
<th>Health Condition</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anemia</td>
<td>4</td>
</tr>
<tr>
<td>Asthma</td>
<td>4</td>
</tr>
<tr>
<td>Vision problems</td>
<td>0</td>
</tr>
</tbody>
</table>
Because children must be immunized to stay healthy, Head Start and Early Head Start emphasized the importance of children receiving the age-appropriate immunizations. The table below indicates the status of immunizations in the program.

<table>
<thead>
<tr>
<th>Immunizations</th>
<th>Up-to-Date at Enrollment</th>
<th>Up-to-Date at End of Enrollment Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>524</td>
<td>481</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>136</td>
<td>99</td>
</tr>
</tbody>
</table>

The program also tracked the children who had received all possible immunizations at that time but were still lacking some of the age-appropriate immunizations as determined by a health professional. For Head Start, four hundred twenty (420) children were in this category at the time of their enrollment and four hundred fourteen (414) at the end of the year. For Early Head Start, thirty-nine (39) were in this category at the time of enrollment with forty-one (41) at the end of the year. In Head Start, one hundred eight (108) children met the state guidelines for exemption from immunizations at the beginning of the enrollment. One hundred fifty-seven (157) met the requirement at the end of year. For Early Head Start, five (5) met the state exemption requirement at the beginning of the year, with one (1) at year’s end.

**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.

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Beginning of Year Dental Care Access</th>
<th>End of Year Dental Care Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>932</td>
<td>990</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>140</td>
<td>178</td>
</tr>
</tbody>
</table>

Seven hundred forty-three (743) Head Start children received preventive care, and seven hundred sixty-three (763) completed a professional dental examination. One hundred forty-seven (147) needed treatment, and eighty-seven (87) completed treatment. In Early Head Start, one hundred eleven (111) infants and toddlers were up-to-date on a schedule of age appropriate preventive and primary oral health care at the end of the program year.

**Mental Health Services**

Another important aspect of the Head Start/Early Head Start Performance Standards in Health Program Services is social and emotional development of infants, toddlers and preschool children. Research continues to show a direct correlation between social and emotional development and long-term academic success. For several years, the program has employed two full-time Master’s level Social Workers who served the program as Mental Health Consultants. Their caseloads included children in both Head Start and Early Head Start and they provided support to families, staff and children. The table below indicates the mental health services provided for children in Head Start and Early Head Start.
### Mental Health Services

<table>
<thead>
<tr>
<th>Mental Health Service</th>
<th>Head Start</th>
<th>Early Head Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children for whom staff received consultation from Mental Health Consultants</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>Number of children for whom the Mental Health Consultants consulted with parents about the child’s mental health</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Number of children for whom the Mental Health Consultant facilitated a referral for mental health services</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Number of children referred for mental health services outside of Head Start/Early Head Start</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Services for Children with Disabilities

Infants and toddlers with disabilities participated in an inclusive educational environment with their peers because of the partnership between Early Head Start and the local Part C provider, the Early Childhood Intervention (ECI) program. Head Start Disabilities Consultants increased the information provided to parents regarding child development through the use of free Centers for Disease Control (CDC) materials. A brochure and a video were created 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

<table>
<thead>
<tr>
<th>Program</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Head Start</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Head Start</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Although a delay in speech and language development was the most common disability among children in the Head Start program, the program also provided support for all Head Start children with identified disabilities as indicated below.

#### Disability Services Summary

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Number Served in Previous Year</th>
<th>Number Served in 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health impairment</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Speech or language impairments</td>
<td>121</td>
<td>150</td>
</tr>
<tr>
<td>Intellectual disabilities</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hearing impairment including deafness</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Orthopedic impairment</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Visual impairment including blindness</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Autism</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Non-categorical</td>
<td>15</td>
<td>7</td>
</tr>
</tbody>
</table>
As changes regarding the number of Head Start classrooms have occurred on various campuses (due to the ever-changing needs of districts), disabilities consultants continue to effectively serve Head Start/Early Head Start. They do so by assisting site facilitators with the application of disability points to systematic selection. This application provides strategies to teachers in order that appropriate accommodations and modifications are made for students with disabilities and offering quality staff development to teachers, instructional assistants, administrators and others related to young children with special needs.
What Do Our Parents Have to Say?

COLLIN COUNTY

“Being a busy single Mom, the communication and reminders were key. I always was aware of when appointments were due, etc. Love the program and overall experience. Teacher was amazing!!”

“Early Head Start has been a great program for both my kids. Really helps and prepares them for kindergarten.”

“My child has a very positive attitude about school now. Thanks to the great teachers and staff.”

“I love what EHS provided for my child. I would recommend EHS to anyone in need of these services. My child has learned so much his two years at EHS that I’m excited about him starting Head Start. He will benefit greatly from that program as well. EHS staff is the best and very caring to my child and family.”

“The overall experience with Head Start as a whole was and has always been great. I’ve grown so much watching the teachers prepare Emma for kindergarten. I am positive her transition will be a smooth and easy one. Keep up the awesome work.”

“I love everything about this program. I do wish there was a transportation option for single parents like myself because there are limited transportation options to get to school.”

ELLIS COUNTY

“I think Gaitan is doing a great job with my girl. She has learned a lot. Thank you for being so kind and understanding about her listening problem.”

“My son’s teachers have been very helpful by updating different activities and learning programs for my son. Thanks for everything.”

“The entire year has been very satisfying with the teachers and staff at Carver.”

“The Head Start program covers all bases. It has done my son a world of good. I am very thankful for everyone involved in this program. I feel like my son is in good hands.”

“Great program. It helped my daughter and my family greatly.”

“The Head Start teachers are wonderful!”

“Love, love, love, the Head Start program. Everyone is willing to help if I had any questions or concerns! I love that they are family oriented. Love Head Start!”

“Thanks for having us. It was a great year!”
GRAYSON COUNTY

“I was very satisfied with the teachers and staff. The teachers always stayed connected with me and my daughter loved her teacher and enjoyed school. Very warm and welcoming environment.”

“My son’s teachers were absolutely amazing! They are the reason he is ready for kindergarten. I am so thankful for them and all the hard work and dedication they have given to Jayden. We are truly blessed!!!”

“Head Start staff exceeded all my expectations! Thank you for loving my babies! Look forward to next year.”

“Great program! Thank you for teaching our child in a safe environment so we could complete our professional goals.”

“This program was very beneficial for my grandson. He came home every day wanting to let me know everything he learned. The teacher and aide were amazing. I would strongly recommend this program.”

“Thank you very much for all the help given to my daughter these two years in Head Start.”

“I cannot express how thankful we are for the Fred Douglass school and its staff. We may be upset to be leaving but there will forever be some great memories and lessons learned from there. Our team that we had was definitely a blessing to us and we are very grateful.”

“I love that my son has been able to attend this school. Everyone is very kind and warm. Thank you so much for everything!!!”

“I am very satisfied and happy. My daughter has learned so much from HS. The staff is very helpful, and I am able to say my daughter has a place to go while I work. I’m more than thankful.”

“They are a wonderful staff. I am very happy with how far my child has gone with this program. They have been amazing with my child.”

“Nothing needs improvement. The program was very helpful for my daughter and she met the goals we set for her.”

“I am very happy and grateful for the help and education that my son received this year. Thanks to his teachers and staff in general, because my son learned a lot. Thanks everyone.”

“I wanted to express my gratitude in writing for the Head Start program and the Love & Logic parenting class. We are raising our 3-year-old great-granddaughter, so I thoroughly enjoyed the Love & Logic class. It has taught me so much about training a child up in the way they should go. At the age of 59, I come to this class because I am determined to get the answers to how to parent a child. In the past, I taught what I knew - nothing. Today, I look forward to sharing this new info with the other mothers in my family as well as others. It is surely helping my great-granddaughter. She loves her teacher, and although we haven’t arrived yet, she has learned so much this year and is doing much better!”
KAUFMAN COUNTY

“I am really grateful that this program is offered and available. I think this program has helped my daughter excel in so many areas of her life. Her teachers were really good.”

“During the two years we were a part of the program I always felt like there was great communication and coordination between myself and the teachers and staff. Thank you.”

“It is an excellent school with an excellent team. My son could not be in better hands. I thank them enormously.”

ROCKWALL COUNTY

“The teachers are very caring with the kids. They communicate with me about my child’s social and academic progress or concerns. They are top of the line teachers. The Head Start staff is just as supportive. Overall, a great staff in the classroom and the office.”

“The Head Start program helped me understand how important family and social interaction are. At first, my children experienced some anxiety but since they attended Head Start, they are confident and happy children. I am so grateful for all the wonderful teachers who made Head Start feel like a family. I will forever be grateful for all your hard work.”

“The EHS program has been invaluable to me. My son absolutely loves this school so much; he even asks me if he can go to school on weekends. Every staff member and teacher has gone above and beyond what was required of them to help my son. I will always support/advocate for this program however I can.”