

**Annual Report
Region 10 Education Service Center
Head Start and Early Head Start
For the year ending August 31, 2009**

Enrollment

The Region 10 Education Service Center Head Start/Early Head Start program served a total of one thousand two hundred thirty-seven (1,237) children in partnership with local school districts in the counties of Collin, Ellis, Grayson, Kaufman and Rockwall. One thousand eight (1,008) three and four-year-old children were served in Head Start/Pre-Kindergarten wrap around classes in twenty school districts. Two hundred twenty-nine (229) infants, toddlers, and pregnant women were served in three sites – McKinney, Rockwall, and Sherman. Along with serving families from the community, the Early Head Start program was in partnership with the local school districts' pregnant and parenting teen program. In each community, the need for the service surpassed the ability of the program to serve the children. The total number of children on the waiting list fluctuates throughout the year; however, a total of one hundred sixty-four (164) children were on the Head Start waiting list while Early Head Start maintained a total of one hundred (100). Head Start served approximately 88% of the eligible children, and Early Head Start served approximately 70% of the children eligible for the program. Head Start maintained average daily attendance of approximately 93%. The average daily attendance for Early Head Start was approximately 44%. There is a great variation in the attendance with infants and toddlers due to more illness with children in this age range and more difficulty with parents' maintaining current well child examinations and immunizations. Also there are a high number of teen parents being served in the programs, and often their attendance issues with their school programs impact the attendance of their children in Early Head Start.

Characteristics of children and families

In Head Start, 66% of the children spoke English, and 30% spoke Spanish. Smaller percentages of children spoke East Asian languages and other languages. In Early Head Start 69% of the families of the children spoke English, and 31% spoke Spanish. Ethnicities in Head Start were 40% Hispanic, and 60% non-Hispanic. 60% of Early Head Start families were Hispanic and 40% were non-Hispanic. Races represented in Head Start and Early Head Start included American Indian, Asian, Black or African American, White, Bi-racial and other.

Services provided

Head Start and Early Head Start provide a wide array of services for children and their families. The Performance Standards state the type of services that must be made available for families, but families choose their level of participation. Among the services available are health services, mental health services, nutrition services, parental involvement, social services, and educational services. The program also provided some special programs targeting fathers or the male figure in the child's life. Another service provided to families is through the Reading Is Fundamental/Family of Readers grant. Each child enrolled in Head Start and Early Head Start chose three books for his or her home library. Parents were encouraged to attend training sessions on ways to increase the child's readiness for reading.

Parental Involvement

Parents, foster parents, and grandparents raising grandchildren are all encouraged to participate in the program. These individuals may be involved through volunteering in the class or the Head Start/Early Head Start office, participating in field trips, attending monthly parent meetings, participating in training opportunities, being involved in the home visits and parent/teacher conferences, serving on Policy Council, serving on the Early Head Start Advisory Committee, or the Health Services Advisory Committee.

Health Services

Because much of a child's success in school is dependent on the condition of his or her health, accessing ongoing services for physical and mental health is of critical importance. For children to be able to access services, funds must be available. The table below shows information about the availability of insurance for the children.

| Insurance Data | Start of year | End of Year |
|--|----------------------|--------------------|
| Head Start children with health insurance | 894 | 939 |
| Early Head Start children with health insurance | 151 | 169 |
| Head Start children whose insurance was Medicaid | 783 | 828 |
| Early Head Start children whose insurance was Medicaid | 134 | 152 |
| Head Start children whose insurance was CHIP | 25 | 26 |
| Early Head Start children whose insurance was CHIP | 6 | 7 |
| Head Start children with private insurance | 82 | 83 |
| Early Head Start children with private insurance | 9 | 0 |
| Head Start children with no insurance – start of year | 114 | 69 |
| Children with no insurance – year end | 31 | 13 |

For children in Head Start, nine hundred thirty-six (936) children were up-to-date on a schedule of age-appropriate primary and preventive health care. Three hundred ninety four (394) children were diagnosed with a chronic condition needing medication attention. Children received assistance for health conditions as indicated on the table below.

| Health Condition | Number of children |
|-------------------------|---------------------------|
| Anemia | 62 |
| Asthma | 95 |
| High lead levels | 2 |
| Hearing | 9 |
| Overweight | 104 |
| Vision | 14 |

For children in Early Head Start, one hundred seventy (170) children were up-to-date on a schedule of age-appropriate preventive and primary health care. Twenty-four (24) children were identified with a chronic health condition that required treatment. Treatment needs in Early Head Start included anemia - 4, asthma - 4, and overweight – 21.

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.

| Immunizations | Up-to-date beginning of year | Up-to-date end of year |
|----------------------|------------------------------|------------------------|
| Head Start | 902 | 933 |
| Early Head Start | 175 | 175 |

Dental Services

Children in Head Start and Early Head Start often have significant needs for dental services. In the Head Start program, eight hundred thirty-six (836) children received preventive care. Eight hundred ninety-two (892) completed a professional dental examination through a Medicaid or CHIP provider. Two hundred sixty-six (266) children needed dental treatment, and two hundred thirty-four (234) of them received the needed treatment. Within Early Head Start, forty-eight (48) children had continuous, accessible dental care at the time of their enrollment, and fifty-five (55) children had continuous, accessible dental care by the end of the enrollment year.

Mental Health Services

Two Master's level Social Workers serve the program as Mental Health Consultants. Their caseloads include children in both Head Start and Early Head Start. These individuals provide support to families, staff and children. During the 2008-2009 school year, the one hundred thirty (130) Head Start students were in need of additional support because of mental health issues, and eighteen (18) Early Head Start students were in need of additional support.

Services for Children with Disabilities

Infants and toddlers with disabilities are served through Early Head Start by the local Early Childhood Intervention program. In Head Start, the local school district partners serve children with disabilities in the Head Start classroom. Early Head Start served nineteen infants and toddlers with disabilities, and Head Start served one hundred sixty-six (166) children with disabilities. Although a delay in speech and language development was the most common disability among children in the program, children with other disabilities such as health impairment, mental retardation, hearing impairment, emotional disturbance, health impairment, visual impairment, autism and traumatic brain injury were also served.

Family Services

All families in Head Start and Early Head Start are encouraged to participate in the development of a Family Partnership Agreement, a tool that assists families in developing and implementing goals utilizing resources from the community. The program's Family Services Specialists work closely with the families during the implementation process to provide encouragement and support. Families also receive a resource directory for the services within the community. Family Services Specialists assist the families in accessing needed services and follow-up to determine if the needs

were met. During the 2008-2009 school year, families received many types of services as shown on the following table.

| Family Services | Head Start | Early Head Start |
|---|-------------------|-------------------------|
| Emergency/crisis intervention | 57 | 4 |
| Housing assistance | 122 | 10 |
| Mental health services | 116 | 2 |
| English as second language | 201 | 4 |
| Adult education | 332 | 32 |
| Job training | 117 | 21 |
| Substance abuse | 2 | 1 |
| Domestic violence | 5 | 2 |
| Child support assistance | 27 | 9 |
| Child abuse and neglect | 9 | 1 |
| Health education | 704 | 138 |
| Parenting education | 838 | 147 |
| Number of families receiving at least one service | 839 | 160 |

Financial Aspects

The Head Start /Early Head Start program is able to operate efficiently and effectively because of the partnerships with the school districts and the ongoing support of the Education Service Center. In 2008- 2009, the program received funding from the following sources:

- Office of Head Start funds – \$7,255,901
- Program income from sale of portable building - \$2,000

The program received non-federal share in the amount of \$3,020,502, which included donations of goods and services, volunteer time, and medical and dental services.

The chart below delineates the program expenditures for 2008-2009, and the proposed budget for 2009-2010. Expenditures in 2008-2009 were comparable to those from the previous year. A mid-year addition of stimulus funds assisted in the offsetting cost increases.

**Budgetary Expenditures and Proposed Budget
Region 10 ESC Head Start/Early Head Start**

| | Budget Expenditures 2008-2009 | Proposed Budget 2009-2010 |
|---|--|--------------------------------------|
| 6100 Salaries & Benefits | 6,144,757 | 6,494,673 |
| Total 6100 | 6,144,757 | 6,494,673 |
| 6200 Professional Services | 46,538 | 83,655 |
| Tuition | 5,400 | 10,000 |
| Utilities | 23,535 | 29,160 |
| Outside Rental | 7,975 | 16,700 |
| Other Services | 39,651 | 41,700 |
| Professional Services - Health | 38,693 | 42,400 |
| Phone | 36,232 | 32,056 |
| Facility Use Fee | 96,310 | 106,474 |
| In-House Network | 25,129 | 4,400 |
| Total 6200 | 319,463 | 366,545 |
| 6300 Reading Materials | 1,475 | 2,000 |
| Inventoried Items >500 | 4,230 | 68,800 |
| Postage | 4,246 | 6,000 |
| Printing | 37,086 | 25,000 |
| Instructional/Program Materials | 84,426 | 164,764 |
| General Supplies | 19,385 | 25,000 |
| Total 6300 | 150,848 | 291,564 |
| 6400 Employee Travel Out of Town | 1,595 | 5,100 |
| Employee Travel | 192,427 | 180,000 |
| Stipends | 52,125 | 57,975 |
| Non-Employee Travel OT | - | 1,000 |
| Non-Employee Travel | 23,745 | 54,850 |
| Insurance | 21,767 | 22,110 |
| Dues | 2,700 | 3,200 |
| Food/Student Nutrition | 63,598 | 131,666 |
| Misc. Operating Exp. | 6,375 | 5,100 |
| Total 6400 | 364,332 | 461,001 |
| 6600 Equipment | - | 301,865 |
| Total 6600 | - | 301,865 |
| Total Direct Expenditures | 6,979,400 | 7,915,648 |
| <i>5949 Indirect Costs</i> | 276,501 | 317,706 |
| TOTAL BUDGET | 7,255,901 | 8,233,354 |

Public and Private Funds Received 2008-2009:

Head Start/Early Head Start Federal Funds \$7,255,901

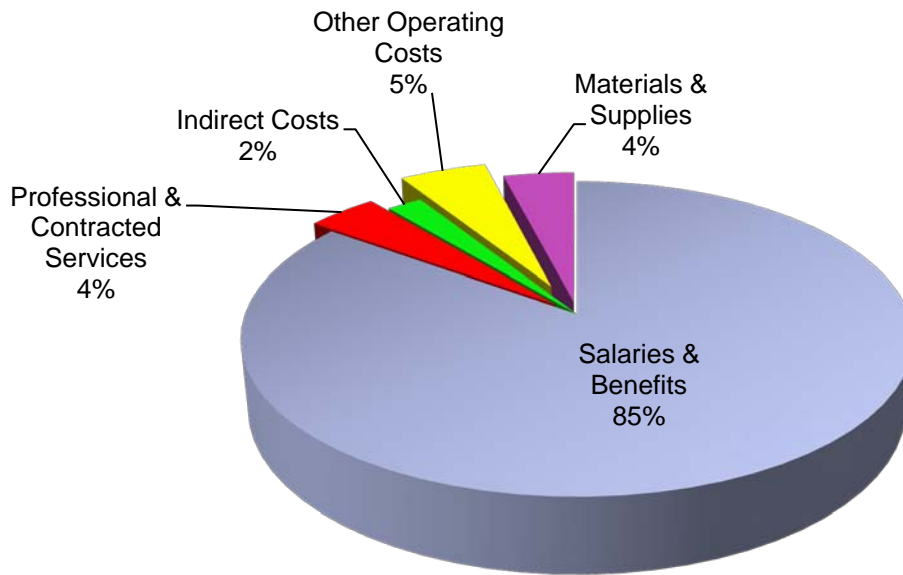
Funding 2009-2010:

Head Start/Early Head Start Federal Funds \$7,804,274

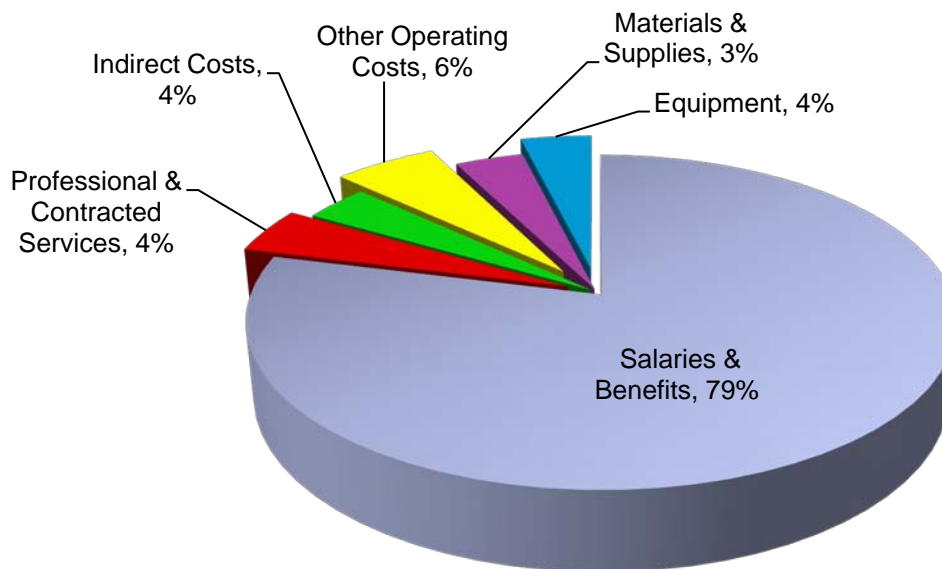
Head Start/Early Head Start ARRA Funds \$429,080
\$8,233,354

Expansion funding was not available at the time of this report. Expansion projects and funding will be reported in the Annual Report 2011.

2008-2009 Expenditures



2009-2010 Projections



Additional funding possibilities

As the end of the fiscal year approached, the program was in negotiations with the Region VI Office of Head Start regarding expansion funding for Head Start and Early Head Start. The original request for Head Start was for 88 additional slots and for Early Head Start, the request was for an additional 48 slots. The program also requested approximately \$670,000 in one-time funding. Negotiations were in progress related to this request at the end of the fiscal year.

Results of the most recent review by the Secretary

The program was involved in a PRISM review in March 30-April 3 2009. The only area of non-compliance was found with the credentials of three Early Head Start teachers who were unable to complete the Child Development Associate (CDA) credential within a year of employment. Although the college course work was complete, and the application for the CDA was on file with the national office, the review team concluded that the credential was not obtained within a calendar year of employment. The Region VI Office of Head Start determined that the program was in compliance after the CDA certificates arrived from the national office.

Efforts to Prepare Students for Kindergarten

Region 10 ESC Head Start students are well prepared for their kindergarten experience. Because their Head Start experience enables them to be involved in the public school as a Pre-Kindergarten/Head Start student, they enter Head Start with families and students quickly becoming aware of the procedures related to public schools. Early in the school year, they learn about attendance policies, procedures related to transportation, procedures for volunteering in class, and procedures for working closely with the teacher and the principal.

The curriculum that is used in the classrooms assists the children in being ready for kindergarten. Region 10 ESC Head Start classrooms utilize the High/Scope Educational Framework and Key Developmental Indicators, Texas Pre-Kindergarten Guidelines, Head Start Child Outcomes and the learning system/curriculum that each district has chosen for its Head Start/Pre-K teachers.

The seven state-adopted district learning systems were developed using the Texas Pre-Kindergarten Guidelines, and all systems are closely aligned with the Head Start Child Outcomes Framework. They include the domains of language development, literacy, mathematics, science, creative arts, social and emotional development, approaches to learning and physical health and development. The curricula are DLM Early Childhood Express, LeapFrog Learning, The Letter People Early Learning Program, Rigby Pebble Soup, Saxon Early Learning, Scholastic Early Childhood Program, and Sopris West/We Can.

Ongoing training on the curriculum is provided to the Head Start teachers and instructional assistants during Summer Orientation, during the school year, at district request, and whenever there is a need. Teachers are trained on the use of the materials from the curriculum and are therefore able to plan experiences and activities that support a broad range of child's prior experiences, maturation rates, styles of learning needs, cultures, interests and temperaments. Training is provided on developmentally

appropriate activities for adult-child and child-child interactions.

Head Start Education Consultants visit classrooms to support teachers on how to maximize learning by providing guidance on establishing the learning environment and implementing the daily routine according to the High/Scope framework. Each child is given the opportunity to plan and organize his or her experiences during the Plan-Do-Review sequence of the daily routine. Active learning encourages children to make choices and manipulate materials, which provides opportunities for reasoning, problem-solving, and decision-making skills. By labeling the room, children begin early literacy and numeracy skills as well as organization, classification and seriation skills. Posted lesson plans with family input in each classroom reflect planned activities for socialization, self-esteem, health, safety, hygiene, and nutrition to address content areas using developmentally appropriate practices.

Ongoing assessment data are reviewed individually with the teachers by Region 10 ESC Education Consultants on an ongoing basis. Teaching teams are encouraged to plan and modify classroom activities and experiences based on children's interests and individual needs, as well as what is reflected from the data.

Documentation of Child's Progress include:

Home Visits-two per year required

Screenings: Joliet-speech/language
Developmental screening (Brigance)
Vision
Hearing
Other screenings determined by the district

Assessment: Child Observation Record (COR)
Devereux (DECA)
Portfolio Assessment
ECircle Assessment

Documentation: Assessments
Home Visits
Parent/Teacher Conference
Lesson Plans
Anecdotal Notes (COR)
Contact Notes
Child Portfolio

All Region 10 Head Start teachers hold a minimum of a bachelor's degree and are appropriately certified by the state to teach Pre-Kindergarten. Because of the partnership with the districts, they are school district employees; however, the district and Region 10 ESC are jointly responsible for the appropriate implementation of the Performance Standards.

Approximately half of the Head Start teachers have been involved in an ongoing training project through a state-wide initiative sponsored by the Texas Education Agency and the Children's Learning Institute. The teachers have experienced online professional development on research-based best practices for assisting children to acquire

readiness skills. The teachers have had the support of a mentor to help them implement the strategies that were discussed in training, and the campus principal and the teachers are required to enter data into a statewide system that is designed to evaluate factors that promote school readiness. After students leave Head Start, the campus also reports the scores of the Texas Primary Reading Inventory (TPRI), which is administered within the first six weeks of the child's kindergarten experience.