



Head Start Annual Report 2018-2019

Mission Statements

Head Start:

“The mission of Region 7 Education Service Center Head Start is to empower children and their families to be successful, by providing comprehensive services that meet and exceed Head Start Standards.”

Region 7 Education Service Center:

“Region 7 Education Service Center is committed to student success by providing quality programs and services that meet or exceed our customers’ expectations.”

Overview:

Region 7 Education Service Center Head Start/Early Head Start is a 12-countywide program providing comprehensive services to low-income children from birth through age 5. In addition, the Early Head Start program design includes center-based options and home-based services for pregnant mothers. The target population includes income eligible teen parents, parents of Head Start siblings, social services referrals, and other community members. The Head Start program served approximately **2,313** children and **2,202** families. Early Head Start served **156** children and **139** families. All enrolled students are assisted to receive a physical examination, immunizations, hemoglobin and lead screenings, vision exam, developmental and hearing screenings, and dental care in order to maintain or bring them up to date on a mandated schedule of primary and preventative care.

Head Start Program Goals, 2018-2019

- Promote opportunities for parental engagement, education, and empowerment.
- Provide comprehensive, early intervention services to children and families, connecting home and school.

Community Assessment Executive Summary 2018-2019

The following trends and needs are identified below:

- The county with the largest population growth rate during this period is Smith County at 8.6%, followed by Wood County at 5.6% and Upshur and Van Zandt County at 5%. Region 7 Head Start serves several districts in Smith County; however, Tyler supports its own program.
- The county with the largest poverty rate for children ages 0-17 is Marion County at 31.3% followed by Cherokee County at 28%
- Restricted public transportation in rural areas hinder families from accessing services.
- Community Agencies have seen a decrease in teen pregnancy throughout the region.
- The largest waiting lists are evident in 1) Longview (3yr olds, EHS), 2) Marshall (HS 3yr olds), 3) Palestine (3yr olds), 4) Carthage (4yr olds).
- The Hispanic population continues to increase throughout the region and in Early/Head Start increasing the need to continue/add bilingual services to our English learning children. The largest non-English speaking populations reside in Cherokee (22.1%), Smith (18.6%), and Gregg (17.8%). Cherokee County currently has 2 bilingual classrooms, Smith County has 3, Harrison County has 1, and Gregg County has 3.
- Parents agree that Head Start provided many opportunities to be involved in their child's education including volunteering, parent trainings, and field trips.
- Parents indicated overall satisfaction with Head Start services received from classroom staff, family service workers/advocates and the Head Start program as a whole.
- The highest areas of interests for parents were Discipline vs. Punishment, Self-Calming Skills and Building Self-Esteem in Children.
- Region 7 ESC Head Start had an actual enrollment of 2064 children, of whom 264 children (12.8%) are diagnosed with IDEA Part B disability conditions. Within the Early Head Start enrollment (132), there were 20 children (15.5%) identified as having IDEA Part C diagnosed disability conditions.
- Region 7 Head Start partners with several local dentists to provide onsite examinations to children in our program at no charge. Changes in dental health are due to prevention and treatment.
- Childhood obesity is a Head Start priority, and the nutrition component is providing nutrition parent trainings to all twelve counties.

Program Accomplishments

Quality Personnel

- Hiring/promoting self-disciplined, credentialed staff
- Utilizing Good to Great theory, ensuring program is not dependent on one person, cross-training personnel

Use of Technology to Support Program

- Maintained all files on Shared Drive – ensures continuity when personnel change
- Scanned and linked teacher Physicals/TB Questionnaires/CH Dates/Employment Dates to ChildPlus
- Utilized data reports from fiscal, student assessments, ChildPlus, time accounting (MIS)
- Utilized Hatch TeachSmart Systems – Head Start classrooms are equipped with technology that is aligned with state guidelines and Head Start Early Learning Framework. Teachers receive training to provide developmentally appropriate activities using technology in all five Framework Domains. Individual children's growth is systematically monitored by the Hatch TeachSmart System and automatically adjusted based on children's progress.
- Use of electronic signatures on documents to limit travel for delivery of forms and immediate receipt of employee items.
- As many processes as possible are automated with technology to improve efficiency of workflow.

Other Program Features

- CLASS Reliable Assessors in Education, Mental Health and Bilingual Components- All classrooms are assessed with the CLASS tool, by CLASS-reliable Education, Mental Health and Bilingual Specialists. Using data from the CLASS, Education Specialists can individualize teacher goals to better ensure School Readiness for all children. Two CLASS Certified Trainers on staff.
- School Readiness Leadership Team – Program School Readiness goals are established by Head Start staff, District personnel, parents, teachers and Policy Council members to ensure every program need is carefully considered and addressed in an ongoing manner and are aligned with the PFCE Framework
- Teacher Advisory Team- Teacher representatives from each program demographic team serve as a communication link between the classrooms and administration team.
- Conscious Discipline – The majority of Early/HS classrooms actively use the social-emotional program Conscious Discipline. This approach focuses on teachers and children using positive approaches towards others and creating a calm, family atmosphere within the classroom.
- Health Services Advisory Committee – Our Health Services Advisory Committee has representation of diverse professionals from state agencies, providers, ISD school nurses and EHS/Head Start parents representing our twelve-county service area. They provide guidance and champion for Head Start. They also collaborate with Head Start and with each other.
- Health Team – Members are trained in a variety of Health areas such as school nursing, management, utilization review, pediatric and emergency medicine, and women's health.
- T/A Credentialing - All Teaching Assistants hold degrees, are working towards degrees, or Child Development Associate Credentials.
- Family Services Credentialing- All Family Service Workers and Advocates hired after November 2016 participate in a Family Services Credentialing program.
- Basic Classroom Setup- Region 7 Head Start provides a basic classroom setup that includes furniture, learning materials, and consumable supplies. All materials and supplies are

developmentally appropriate, maintained in good repair, and sufficient to meet child outcomes. Education Specialists are available to assist classroom teachers and teacher assistants in the setup of each classroom to ensure Head Start Performance Standards are met across the program.

- A Stakeholder Committee meets to assist with reviewing and revising Eligibility, Recruitment, Selection, Enrollment, and Attendance processes to ensure that the most vulnerable children and families in our area are being served.
- A Family Service Worker/Advocate Advisory Committee collaborates with Head Start Administrative staff to provide valuable input for program improvement.

Specific Program Information

| Number of Children and Families | | |
|---------------------------------|--------------------|--------------------|
| Program Group | Number of Children | Number of Families |
| Head Start | 2,313 | 2,202 |
| Early Head Start | 156 | 139 |

| Average Monthly Enrollment | | |
|----------------------------|------------------------------------|----------------------------------------|
| Month | Number of Students Enrolled HS/EHS | Percentage of Funded Enrollment HS/EHS |
| August 2018 | 2110/132 | 97%/90% |
| September 2018 | 2,136/132 | 96%/92% |
| October 2018 | 2,144/132 | 95%/91% |
| November 2018 | 2,119/132 | 94%/87% |
| December 2018 | 2,110/132 | 94%/92% |
| January 2019 | 2119/132 | 92%/88% |
| February 2019 | 2,120/132 | 92%/90% |
| March 2019 | 2,117/132 | 94%/91% |
| April 2019 | 2,112/132 | 95%/90% |
| May 2019 | 2,100/132 | 94%/90% |

| Eligibility | |
|-----------------|-------------------|
| Category | Percentage HS/EHS |
| Income Eligible | 80% /90% |
| Over Income | 6%/1% |

| Medical and Dental Services | | |
|-----------------------------|------------------------------------------------------|-----------------------------------------------------------------------------|
| Program Subgroup | Number of Students Receiving Exams | |
| | Medical | Dental |
| Head Start | 2242 | 2157 |
| Early Head Start | 136 | 133 |
| Service | Number of Students Needing Follow-up Services HS/EHS | Number of Students Needing Follow-up Who Received Follow-up Services HS/EHS |
| Medical | 749/24 | 718/24 |
| Dental | 958/0 | 884/0 |
| Program Subgroup | Immunizations (up to date) | |
| Head Start | 2021 | |
| Early Head Start | 136 | |

| Nutrition Services | Head Start/Number of students | Early Head Start/Number of students |
|------------------------|-------------------------------|-------------------------------------|
| Anemia Referrals | 146 | 17 |
| Lead Referrals | 36 | 1 |
| Food Allergies | 89 | 10 |
| Obese weight Referrals | 374 | 11 |

| | | |
|----------------------|-----|-----|
| Overweight Referrals | 312 | 142 |
| Underweight Referral | 115 | 2 |

| Volunteers | | |
|-------------------------------------|--------------------------------|--------------------------------------|
| Group | Number of people Head Start | Number of people Early Head Start |
| Current / Former Head Start Parents | 4,420 | 207 |

| Family Partnerships and Services | | |
|---------------------------------------------------------|--------------------------------------|--------------------------------------------|
| Service | Percentage of Families Head Start | Percentage of Families Early Head Start |
| Family Partnership Agreement- Goal Setting | 90% | 90% |
| Emergency/Crisis Assistance and/or Educational Services | 17% | 7% |
| Other- Receipt of at least one service | 84% | 58% |

| Students with Disabilities | | |
|----------------------------|--------------------|------------|
| Program Subgroup | Number of Students | Percentage |
| Head Start | 331 | 16.2% |
| Early Head Start | 22 | 16.6% |

School Readiness

Early/Head Start children are provided the opportunity for school readiness success through intentional educational opportunities. These opportunities ensure high quality early childhood experiences that support the physical, social, emotional, language, literacy, and cognitive development of infants and toddlers. Region 7 Education Service Center Early Head Start embraces the variety of rich cultural and linguistic backgrounds of the families we serve.

The following are School Readiness tools/activities:

- Classroom Assessment Scoring System (CLASS) for Infants and Toddlers designed to help

Specialists and teachers work together to ensure quality teaching and a positive classroom environment

- Family Literacy booklets in both Spanish and English available to parents and teachers through the Region 7 Head Start website
- Providing teachers guidance in meeting the credentialing mandate by working with area colleges/online providers to provide the best education for school success
- Information provided to parents in both Spanish and English about School Readiness and how they can help their child at home
- CLI Engage Progress Monitoring
- GOLD Plus Assessment
- Classroom Assessment Scoring System (CLASS)
- Classroom Management for Early Childhood Classrooms
- Building a School Family
- Conscious Discipline
- Best Practices in Head Start
- Teaching Strategies Mighty Minutes provided for each teacher to utilize during transitions activities
- Tasty Talk activities provided for each teacher to utilize during mealtimes for language building activities
- Teacher Clusters
- TA Clusters
- Working with Children with Disabilities
- Toddler CD/Baby Doll Circle Time
- Adult/Child Interactions
- Routines- Infant/Toddlers
- Toddler Group Times
- Early Literacy and the Role of the Infant/Toddler Teacher

Curriculum/Assessment/Transition

Each site uses a district-approved curriculum. Education Specialists work individually regarding the consistent implementation of the curriculum in each classroom.

The Head Start Early Learning Outcomes Framework provides a solid foundation for achieving positive child outcomes and is the driving force behind the program's School Readiness goals. The primary goal for the program is to prepare children to be socially and academically successful both in school and in life. For children to be prepared for Kindergarten, each classroom promotes the following expectations:

- Develop a strong sense of self
- Develop a positive self-image and attitude toward school
- Develop a successful approach to learning by engaging in
 - Experimentation
 - Inquiry

- Play
- Exploration
- Observation
- Increase language/literacy skills and understanding
- Engage in creative expression through art, music, and drama
- Develop fine and gross motor coordination
- Develop appropriate social behavior
- Interact positively with adults and peers

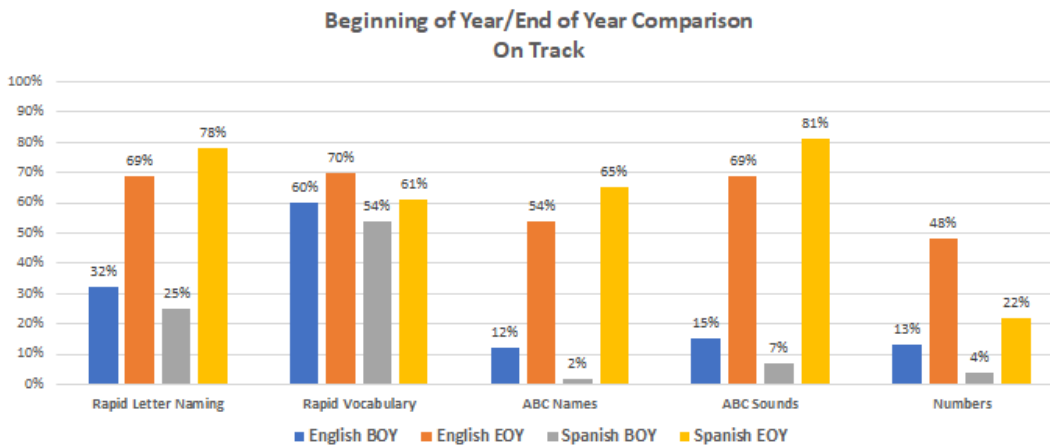
Assessment

Child assessments are linked to the ten Head Start Domains as described in the Head Start Early Learning Outcomes Framework. Teachers gather ongoing both formal and informal assessment data through various instruments including, but not limited to:

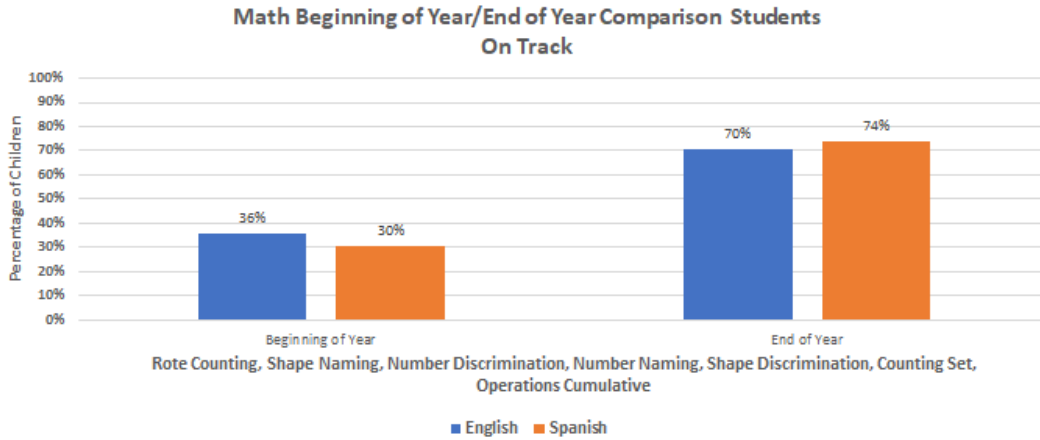
- Brigance Screen III
- CLI Engage Progress Monitoring (Head Start) and Gold PLUS (Early Head Start)

The following is the Head Start/EHS progress monitoring results for the overall program as measured in the spring of 2019:

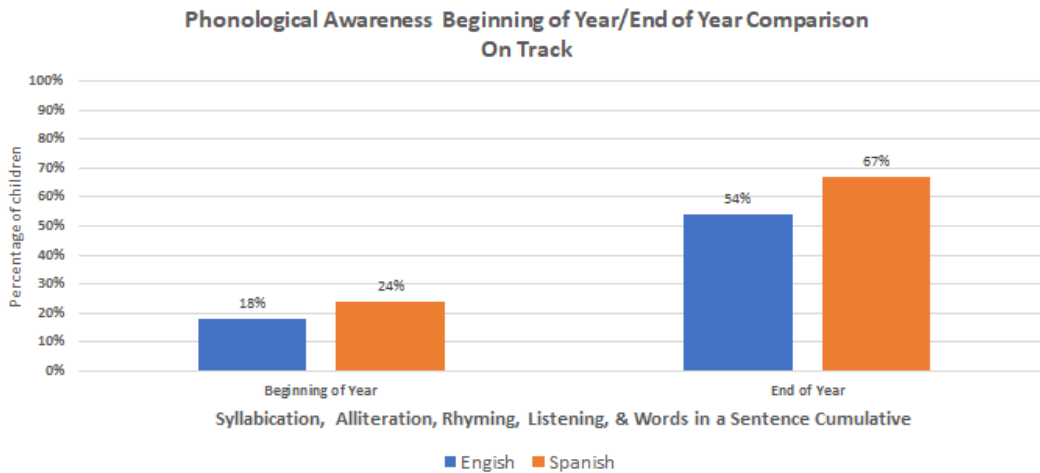
Region 7 ESC Head Start- 12 County CIRCLE Progress Monitoring



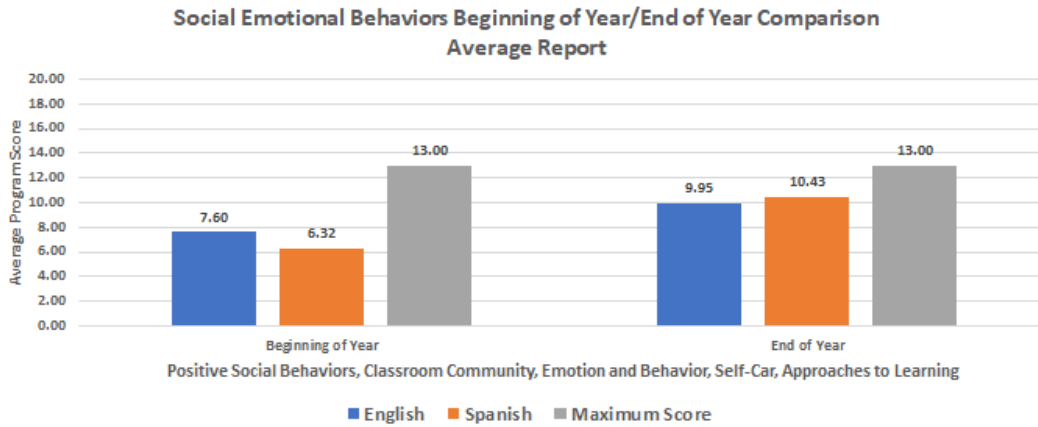
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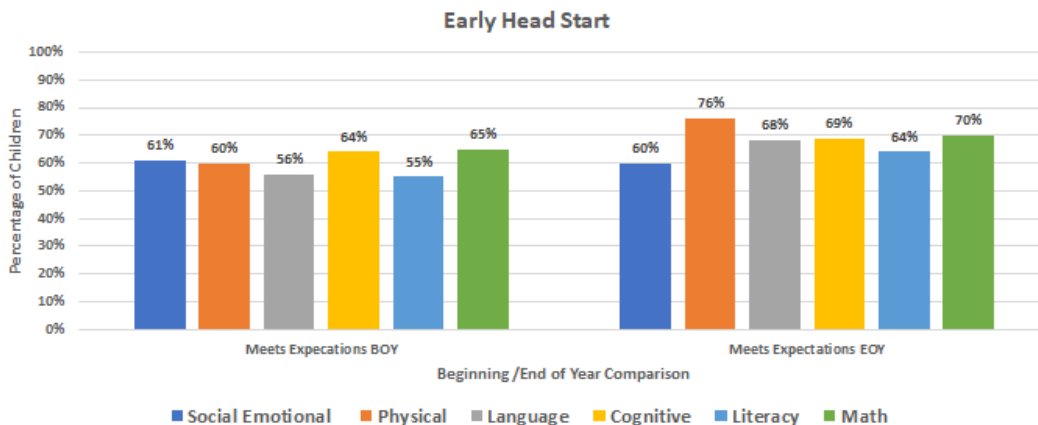
Region 7 ESC Head Start- 12 County CIRCLE Progress Monitoring



Region 7 ESC Head Start- 12 County CIRCLE Progress Monitoring



Region 7 ESC Early Head Start Teaching Strategies –Widely Head Expectations



Key: F-Fall, Sp- Spring

SE- Social Emotional , Phy- Physical, Lang - Language, Cog- Cognitive, Lit- Literacy,

Other Program Features

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Demographics of 2018-2019 Children:

| Race | | | Ethnicity | | | Primary Language | | |
|---------------------------|--------------|--------------------|-----------------------------------|--------------|--------------------|------------------|--------------|--------------------|
| Race | Head Start % | Early Head Start % | Ethnicity | Head Start % | Early Head Start % | Language | Head Start % | Early Head Start % |
| White | 48% | 19% | Non-Hispanic or Non-Latino Origin | 31% | 69% | English | 79% | 78% |
| Black or African American | 31% | 61% | Hispanic or Latino Origin | 69% | 32% | Spanish | 21% | 22% |
| Bi- | 6% | 7% | | | | Unknown/other | 0% | 0% |

| | | | | | | | | |
|------------------------|-----|-----|--|--|--|--|--|--|
| racial/Multi racial | | | | | | | | |
| Other Asian | 0% | 0% | | | | | | |
| Other Pacific Islander | 0% | 0% | | | | | | |
| Some other race | 14% | 14% | | | | | | |
| Unknown | 0% | 0% | | | | | | |

Early Head Start Transition Information

Region 7 Education Service Center Early Head Start works continuously to support transitions for infants, toddlers, pregnant women and their families while enrolled and upon exiting the program.

Pregnant women transition out of the program upon giving birth. A postpartum visit takes place no later than 14 days after birth. This visit includes a screen for postpartum depression and a variety of information is provided to assist the new mother in adjusting to a new baby as well as gaining information on community resources such as Medicaid and WIC.

Newborn babies receive services during a 45-day period of time during which all developmental and health screenings will occur. Mothers receive assistance in preparing to transition babies into the most appropriate child care setting (Early Head Start, home or other location). The Family Partnership Agreement focuses on transitioning and establishing a medical/dental home.

Early Head Start staff work closely with teachers and parents to assist with transition planning, beginning 6 months prior to a child's 3rd birthday, to move children into developmentally appropriate services upon exiting Early Head Start. Families of children participating in the Early Head Start program are encouraged to apply for Head Start services. The Region 7 ESC Head Start Systematic Selection is designed to support the enrollment of former Early Head Start children into Head Start.

Region 7 Education Service Center Early Head Start ensures smooth transitions within the program, when possible, by:

- Maintaining consistent teacher/child/family relationships by keeping each teacher with their same classroom group of children until the children exit from the program
- Allowing any new teachers to spend time in the classroom with the children while the primary teacher is still present
- Providing opportunities for children and their teacher to visit a new classroom and their future teacher as an orientation experience
- Encouraging parental participation and input in decision-making regarding their child's

educational program and placement

- For children receiving ECI services, the Disabilities staff contact the parent contact prior to the child's third birthday to explain the transition process, from ECI to special education within the local ISD, provide an informational brochure (Transition from ECI), and provide a variety of parent training information, in video format, on the Region 7 Head Start website.
- Maintaining, with the cooperation of each partner child care center, a stable and familiar group of substitute teachers to assist in both short and long term teacher absences

Head Start Transition Information

- Collaborate between parents and staff about the child both at home and at school. Parents are their child's first teacher; and, as staff and parents work together, they both gain knowledge and are able to plan to meet the child's needs.
- Provide transition information to both teachers and parents. This information includes activities for the parents as their child enters Head Start, suggested activities for Head Start teachers at the beginning of the school year, and suggested activities for both parents and teachers as the child exits Head Start and prepare for entering Kindergarten.
- Provide Family Literacy materials at Parent Meetings to families as a means to address the home-school connection program goal.
- Participate at Admission, Review, Dismissal (ARD) meetings where transitions into and out of Special Education take place.
- Provide parent training on the Transition to Kindergarten for children with disabilities, in video format as well as in an informational brochure, on the Region 7 Head Start website in both English and Spanish.
- Distribute the Individuals with Disabilities Education Act (IDEA) Parent Resource Binders to parents of children with disabilities to provide them with a resource that explains their child's rights under the IDEA law.
- Assist parents of non-insured, eligible children to apply for Medicaid/CHIP insurance. Head Start staff ensures that children are connected to a medical and dental home so health care can continue after the child transitions out of the program.

Health Services

Our Health Services Advisory Committee has representation of diverse professionals from state agencies, providers, ISD school nurses and parents representing our twelve-county service area. They provide guidance and champion for Head Start. They also collaborate with Head Start and with each other.

We have 64 written service agreements with medical and dental providers for our children. The service agreements establish guidelines and expectations for providers who offer medical and dental services to

our children. Dentists in our Head Start and Early Head Start community volunteer to provide free, on-site dental exams for every student. The examinations are beneficial in identifying dental needs and procuring dental homes for those without established dental providers.

The Health Team is comprised of a diverse group of people who are trained in a variety of health areas such as school nursing, management, utilization review, pediatric and emergency medicine, and women's health.

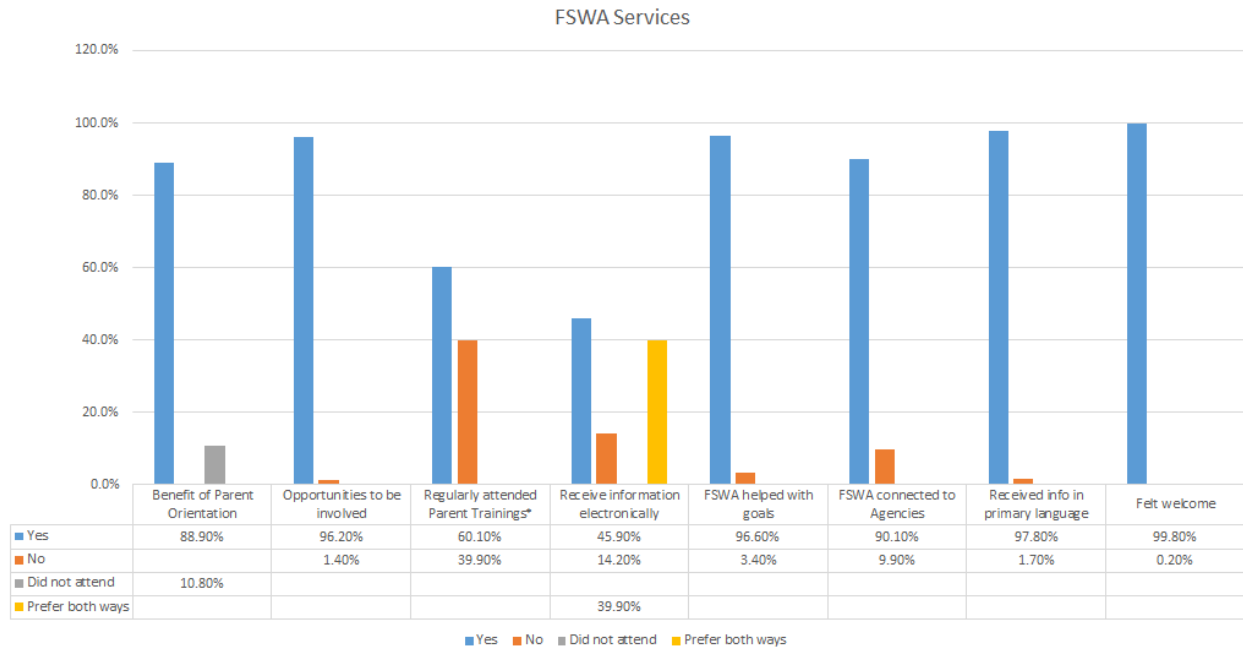
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Parent Engagement

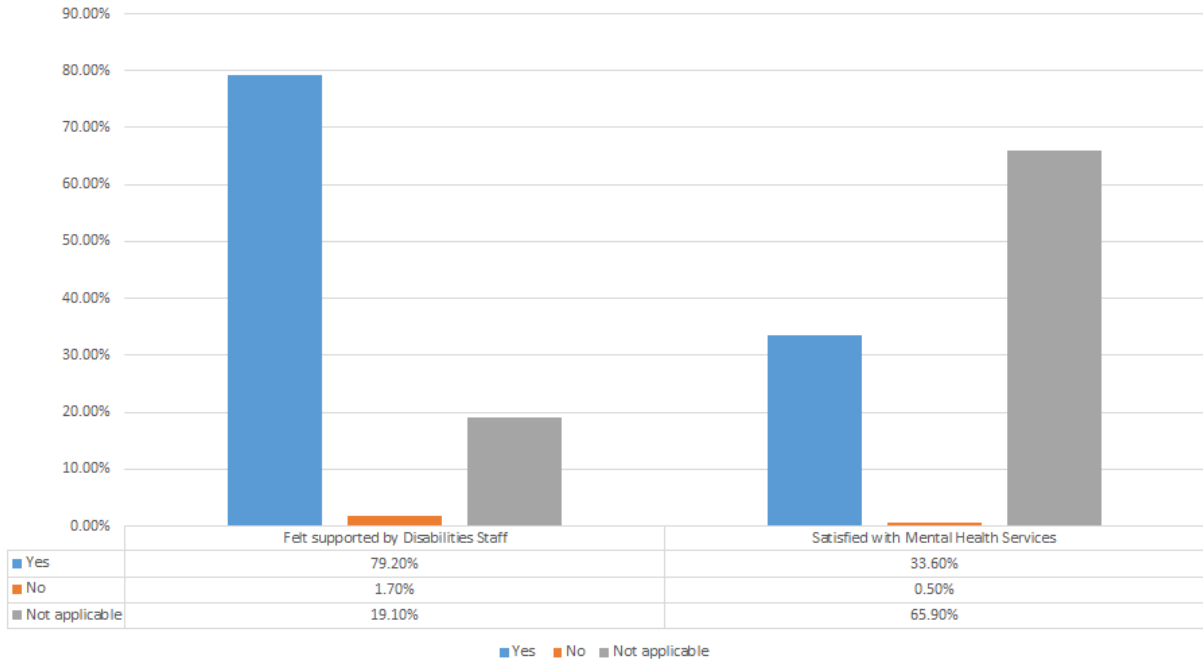
Parents are the heart of Head Start and parental involvement is always encouraged. Head Start welcomes and appreciates parents and volunteers who are willing to donate their time and services to the program. To ensure that our volunteers are aligned with Head Start goals and Program Performance Standards, all volunteers must attend training before volunteering in a classroom. In the 2018-2019 program year, there was a 2% increase in the number of parents who provided volunteer services to the program from the previous program year (2017-2018). Head Start Family Service Workers provided these opportunities for parents to participate through one-on-one consultations, routine follow-up, phone calls and home visits. Parents are participating in their child's everyday learning at home, school, and in their communities.

A Parent Survey is conducted annually to gain feedback on how parents view their experience with Early/Head Start interactions throughout the program year. This survey allows the program to ensure the needs of the parents are being fulfilled and that good communication is occurring throughout the service area. 99% of parents that completed the End of Year Survey stated they were satisfied with Head Start services provided during the 18-19 program year. Parents stated they felt welcome and that their children were well-prepared for Kindergarten. See the results of the Parent Satisfaction Survey below.



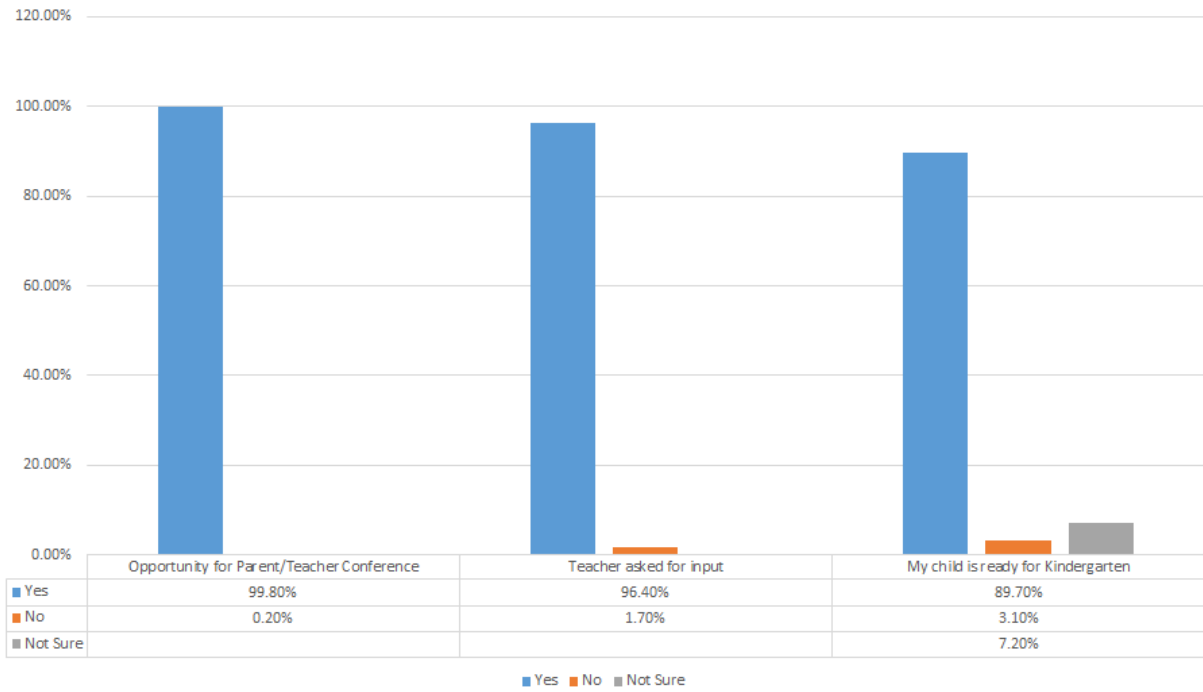
2. A Head Start overview was conducted at the beginning of the year and explained the program. Was this orientation/overview helpful to you?
3. This year, how often did you speak to or receive assistance/services from a Family Service Worker?
4. There were opportunities for me to become involved in the program, such as volunteering in the classroom, attending parent trainings, field trips, etc.
5. I was able to regularly attend the face to face parent trainings held by the Family Service Worker.
6. Would you prefer receiving our "parent training" electronically (ex: texts, emails, short videos) vs. a face to face parent meeting?
7. My Family Service Worker helped me identify my family's needs and/or goals and provided follow-up.
8. The Family Service Worker provided me assistance to connect with community agencies and/or resources. (Ex: GED services, applying for Medicaid, finding a dentist, etc.)
9. Head Start provided me with information in my primary language.
10. Head Start staff made me feel welcome to visit and help in the program.

Satisfaction with Mental Health and Disabilities



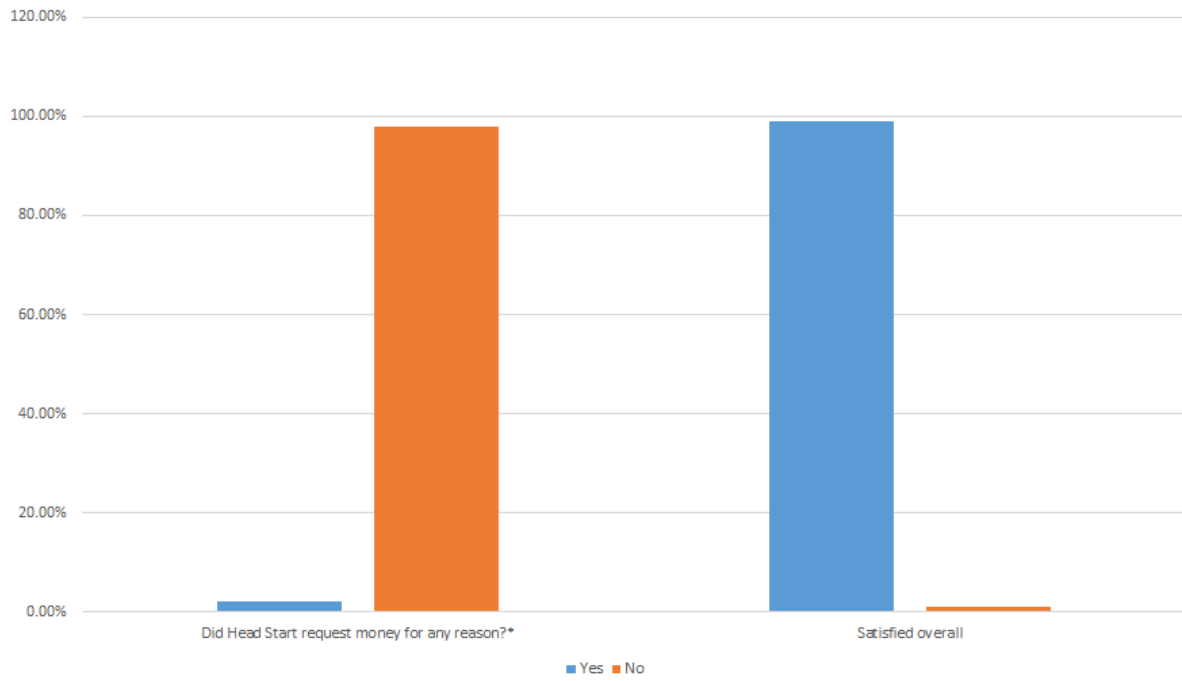
- 11. Head Start Mental Health staff are available to provide parenting support, child behavior support, etc. If you received any of their services, were you satisfied?
- 12. If your child was identified with a disability this year you worked with our Head Start Disabilities team. Did you feel supported throughout the Special Education process (ex: ARD's, referrals, etc.) by these staff members?

Satisfaction with Education Services



- 13. I was given opportunities to participate in parent-teacher conferences and home visits.
- 14. The teacher asked for my input/suggestions regarding my child's learning during a home visit and/or a parent-teacher conference.
- 15. I believe my child is ready for Kindergarten based on what he/she learned in Head Start.

Overall Satisfaction



16. Head Start may not charge families a fee to participate in Head Start. This includes special events such as field trips. Were you ever asked for money from Head Start staff for Head Start specific activities? Q16. Was your child identified with a disability and receiving ECI or special education services?
17. Were you satisfied overall with your participation in our Head Start program?

Public and Private Funds:

Total Amount of Award for Early/Head Start Funds: \$14,909,725
Amount of Non-Federal Share: \$3,727,431

No private funds for Early/Head Start use were received during this school year.

Budgetary Expenditures for 2018-2019 Program Year:

| Category | Amount |
|-------------------------------------|-------------------|
| Personnel | 5,485,114 |
| Fringe Benefits | 1,418,018 |
| Travel | 28,710 |
| Equipment | 98,505 |
| Supplies | 772,029 |
| Contractual (includes ISD payments) | 5,310,355 |
| Other | 927,447 |
| Indirect Costs | 825,174 |
| 2018-2019 Total Expenditures | 14,865,352 |
| Non-Federal Share Received | 4,016,368 |

Proposed Budget for 2019-2020:

| Category | Amount |
|-----------------|-----------|
| Personnel | 5,798,922 |
| Fringe Benefits | 1,527,987 |
| Travel | 48,731 |
| Equipment | 163,200 |
| Supplies | 622,580 |

| | |
|-------------------------------------|-------------------|
| Contractual (includes ISD payments) | 5,349,102 |
| Facilities/Construction | 0 |
| Other | 906,882 |
| Indirect Costs | 752,688 |
| | |
| 2019-2020 Total Award | 15,170,092 |
| Non Federal Share | 3,792,524 |

Report Finalized on: December 2, 2019