

Abilene ISD's Early Head Start/Head Start Annual Report 2020-2021





Early Childhood Programs

The Abilene ISD Early Childhood Programs provide comprehensive child development services for children ages birth through four-years-old through several developmentally appropriate programs including Early Head Start, Head Start, Pre-Kindergarten, Regional Day School for the Deaf, and the Pre-School Program for Children with Disabilities. AISD began full operation of Head Start in 1965 and Early Head Start in 1998 as a delegate agency. In April of 2012 the AISD became the direct grantee for these programs when a grant award was received from the Office of Head Start. The Early Head Start program serves pregnant and parenting teens in the District by providing them with support services to facilitate their graduation with a high school diploma. Early Head Start also provides a safe and enriched environment for their children, birth to age three, in which those children can develop the essential self-regulation, social-emotional and pre-academic skills that are the building blocks for success as they begin their academic careers. Preschool age children in Head Start experience a rich learning environment that offers cognitive growth opportunities focused on the acquisition of school readiness skills, while supporting the child's overall well-being through appropriate physical, social, and emotional development. Families have access to comprehensive services including health and dental services, mental health services, parent involvement, family (social) services, disabilities services, nutrition services, speech therapy, occupational and physical therapy, perceptual motor lab, family literacy, G.E.D. classes, transition services, and before and after-school care. These support services are designed to promote children's school readiness and assist families in reaching self-sufficiency.

The 2020-2021 school-year was like none other!

Crockett staff continued to maintain a commitment to Early Head Start students and families. During the 2020-2021 school year, an emphasis was placed on fathers and father figures in the lives of students. A campus-wide father engagement event was held with infants, toddlers, and their fathers and/or father figures. Parents and children participated in a virtual reading event. Crockett staff sent home books with a reading activities sheet. Families took pictures of them reading to their child. Families kept the book for their home library, and teachers printed the pictures for each family. Adults and children enjoyed the time together. The event was well attended.

Head Start was also committed to serving families and children while complying with COVID 19 mandates and safety protocols. Head Start maintained the integrity of the Head Start Fatherhood Initiative FRED (Fathers Reading Every Day) activities and “Dad and Kid” nights were held virtually. Parents signed up for the events and supplies were sent home to families. A book for family libraries were also sent home after each virtual event. Surveys at the close of each activity indicated that families enjoyed their time together and were able to take valuable information to support learning in the home environments.

“School” as EHS and HS knew it took an interesting turn at the beginning of the school year. Staff at Crockett and students and staff at Long began the year wearing masks. While it was challenging at times, the students and staff were troopers. Everyone stayed engaged in the teaching and learning processes while following safety and health protocols.

Students’ learning progress was assessed three times during the year and the information was shared with families. Parents set personal and family goals. Family Services staff encouraged families and provided for their needs adults worked toward their goals.

Both Early Head Start and Head Start continued to teach staff, parents, infants, toddlers, and young children the concepts of positive problem-solving techniques and self-regulation skills using Conscious Discipline through virtual instruction. Home visits and virtual trainings supported families as they deepened and broadened their skills. Staff also participated in virtual learning opportunities.

The EHS and HS Programs offer deep gratitude to the Abilene ISD School Board, Community Partners, and the Abilene community, as a whole, for their commitment to educating the community’s youngest school-aged population through an unprecedented year.



Our Early Childhood Centers in 2020-2021



Crockett Early Head Start, located at 3282 South 13th Street, opened in 2002. Beginning in August 2015, all of the EHS program was consolidated into the Crockett center. A total of 141 infants, toddlers and pregnant women were funded at the Crockett EHS center in 2020-2021.



Long Early Learning Center, opened in 2017. The campus is located at 3600 Sherry Lane and was funded to educate a total of 380 preschool age Head Start children during the 2020-2021 school year. The program was able to reach full enrollment in the Spring of 2021.

Head Start Budget 2020-21

Federal Share	Federal Activity		
	Program Year Budget	Program Year Expenditures	Expenditures (Over)/Under Budget
Salaries (non-substitute personnel, benefits, & stipends)	2,449,248	2,400,486	48,762
Professional & Contractual (leases, tuition, substitutes, consultants, etc.)	118,561	132,551	(13,990)
Supplies (misc. supplies, furniture, & equipment under \$5,000)	202,081	290,852	(88,771)
Other Operating Expense (travel, field trips, food, fees, etc.)	69,103	23,075	46,028
Capital Outlay (equipment over \$5,000)	200,000	192,029	7,971
FEDERAL SHARE TOTALS	3,038,993	3,038,993	(0)

Training & Technical Assistance (T&TA)*	36,359	10,606	25,753
COVID-19 Supplement**	225,736	201,466	24,270

*T&TA and COVID are included in Federal Share Totals above

**COVID Supplement does not require In-kind

Non-federal Share (In-kind)	Non-federal Activity		
	Program Year Budget	Program Year Actual Total	(Over)/Under Required
NON-FEDERAL TOTALS	703,314	919,759	(216,445)

Note: The excess above the required 20% in-kind match for Head Start was used to match EHS funds.

Other Funding Sources that Supported Head Start:

Title 1 Funds: \$838,952

Local In-Kind: \$919,759

USDA: \$325,521

Early Head Start Budget 2020-21

Federal Share	Federal Activity		
	Program Year Budget	Program Year Expenditures	Expenditures (Over)/Under Budget
Salaries (non-substitute personnel, benefits, & stipends)	2,446,905	2,524,048	(77,143)
Professional & Contractual (leases, tuition, substitutes, consultants, etc.)	55,017	26,031	28,986
Supplies (misc. supplies, furniture, & equipment under \$5,000)	146,705	132,094	14,611
Other Operating Expense (travel, field trips, food, fees, etc.)	42,125	8,580	33,545
Capital Outlay (equipment over \$5,000)	-	-	-
FEDERAL SHARE TOTALS	2,690,752	2,690,752	(0)

Training & Technical Assistance (T&TA)*	52,142	13,076	39,066
COVID-19 Supplement**	232,123	181,642	50,481

*T&TA and COVID are included in Federal Share Totals above

**COVID Supplement does not require In-kind

Non-federal Share (In-kind)	Non-federal Activity		
	Program Year Budget	Program Year Actual Total	(Over)/Under Required
NON-FEDERAL TOTALS	641,657	457,185	184,472

Other Funding Sources that Supported EHS:

Child and Adult Care Food Program:

\$ 148,943

Child Care Services:
\$77,952

Local In-Kind Funds:
\$457,185

Head Start Budget for 2021-2022

**Expected USDA School
Lunch Program Funds:
\$548,401**

**Expected Local In-kind
Funds: \$703,314**

**Expected Title 1 Funds:
\$836,650**

	Federal Activity
Federal Share	Program Year Budget
Salaries (non-substitute personnel, benefits, & stipends)	2,470,917
Professional & Contractual (leases, tuition, substitutes, consultants, etc.)	209,000
Supplies (misc. supplies, furniture, & equipment under \$5,000)	277,523
Other Operating Expense (travel, field trips, food, fees, etc.)	89,760
Capital Outlay (equipment over \$5,000)	355,000
FEDERAL SHARE TOTALS	3,402,200

**Training & Technical Assistance (T&TA)*
COVID-20 & 21 Supplement****

36,359
555,065

*T&TA and COVID are included in Federal Share Totals above

**COVID Supplement does not require In-kind

	Non-federal Activity
Non-federal Share (In-kind)	Program Year Budget
NON-FEDERAL TOTALS	711,784

Early Head Start Budget for 2021-2022

	Federal Activity
Federal Share	Program Year Budget
Salaries (non-substitute personnel, benefits, & stipends)	2,373,046
Professional & Contractual (leases, tuition, substitutes, consultants, etc.)	37,517
Supplies (misc. supplies, furniture, & equipment under \$5,000)	129,740
Other Operating Expense (travel, field trips, food, fees, etc.)	172,802
Capital Outlay (equipment over \$5,000)	-
FEDERAL SHARE TOTALS	2,713,105

**Training & Technical Assistance (T&TA)*
COVID-20 & 21 Supplement****

52,142
225,117

*T&TA and COVID are included in Federal Share Totals above

**COVID Supplement does not require In-kind

	Non-federal Activity
Non-federal Share (In-kind)	Program Year Budget
NON-FEDERAL TOTALS	621,997

**Expected Child and
Adult Food Care
Funds:
\$179,638**

**Expected Child Care
Services Funds:
\$66,929**

**Expected Local In-
Kind Funds: \$641,657**

About our Children & Families

Number of children served in Head Start:	424
Number infants & toddlers served in EHS:	191
Total number of children served in 2020-21	615
Total number of pregnant women served:	23
Total families served in 2020-21:	542
Children receiving medical exam:	584
Children who received oral health screening (EHS) or dental exam (HS):	520
Children who were up to date on all immunizations:	731
Children who were foster children:	28
Children with a diagnosed disability:	88
Two parent families:	139
Single parent families:	393
Children who were homeless:	91



Enrollment:

Historically, the EHS and HS programs maintain waiting lists of income eligible children. The COVID 19 Pandemic created challenges in regards to enrollment. EHS was fully enrolled in the fall. HS was diligent in providing opportunities for eligible families to enroll throughout the year. Because HS didn't have a waiting list, some over income families were enrolled. Preference was given to families who were the neediest according to information gleaned from their applications. ERSEA staff was persistent in efforts to fill all vacant slots within 30 days.

Average monthly enrollment for Head Start: 360 (95%) Average Monthly enrollment for EHS: 141 (100%)

Percentage of eligible children served: 31%

Data from the August 2021 Program Information Report and the 2020-2021 Community Assessment.

Annual Financial Audit: A district-wide financial audit was presented to the School Board by Eide Bailly, Certified Public Accountants, in January 14, 2021 for the 2019-2020 school fiscal year ending August 31, 2020. The audit firm stated in the report that District met federal compliance regulations for the fiscal year ending August 31, 2020. The full audit report is located in the AISD finance office for review by interested parties. A district-wide annual audit was conducted again in November 2021 for the 2020-21 school year and a full report will be available in January, 2022.

Federal Review: All Head Start programs undergo regular on-site reviews to assess program compliance with the Head Start Program Performance Standards and other regulations. During the week of December 2-6, 2020, the Head Start program participated in a CLASS onsite review. The ISD and the HS program received an official completion notice from the Administration for Children and Families reporting the CLASS results. The HS and EHS programs also participated in a Focus Area Two Monitoring Review. A letter received on April 30, 2020 reported many positive attributes of both programs. Additionally, the report stated that all areas of HS and EHS were found to be in Federal compliance. The EHS/HS programs didn't participate in onsite reviews during the 2020-2021 school year.

Governance: The Head Start program employs a shared governance system in which parents and the School Board share policy making decisions. A Parent Policy Council is elected annually and works with the EHS/HS programs, parent committees and AISD staff to develop, review, and approve policies, plans, grant applications, etc. as required by federal regulations. Policy Council decisions are then forwarded to the School Board for further action. Documentation of shared governance activities are on file in the Director of Early Childhood Programs office on the Long campus, and Policy Council minutes are posted in all centers each month.

Long Early Learning Center Cubs are “School Ready!”

Head Start– Preparing Children and Families to be School Ready:

The Head Start program prepares children for academic success by providing a rich learning environment in which critical social-emotional and academic skills can be effectively developed. The program has developed a School-Readiness Plan that aligns with the Head Start Performance Standards, Head Start Child Development and Early Learning Framework and the Texas Pre-K Curriculum Guidelines. Long Early Learning Center teachers participate in rigorous staff development activities, including Conscious Discipline, CIRCLE training, in-classroom training/mentor coaching and intensive web-based training courses. Additionally, CLASS observations and feedback are used to support classroom instruction and increase higher level of learning. These highly trained teachers use research-based instructional materials and activities with all 3-and 4-year-old children. The state approved curriculum, Frog Street Pre-K, contains intentional, cognitively-based instruction and hands-on learning activities that are used to advance language, literacy, and other academic skills in a developmentally appropriate way. Instruction addresses oral language, phonological awareness, vocabulary, letter knowledge, written expression, book and print awareness, motivation to read, basic math and science concepts, and social skills.

Outdoor play was also enhanced through the use of the COVID 19 grant. Artificial grass was added to open areas to create new playground spaces for social distancing purposes.

Specific school readiness skills are targeted and monitored through periodic formal assessments of children’s skills using a variety of tools, including a web-based assessment tool that provides feedback on children’s progress toward school readiness skills. Data is analyzed for the program as a whole, by specific classrooms, and individual children. That data is then used by program administrators, teachers and parents to set school readiness goals, inform staff development plans, and individualize the curriculum for each child. Data from the 2020-21 school year indicated that an emphasis on mathematics, early literacy, concept development, language modeling, quality of feedback and self-regulation/problem-solving skills should continue to be focuses within each instructional day.

School readiness goals were also enhanced through the collaborative efforts of staff, parents, and community partners. Virtual trainings for parents, family engagement activities and intentional Fatherhood Initiative activities were beneficial and supported families in achieving educational and family goals.



Early Head Start- Preparing Children for School:

Early Head Start believes that parents are their child's primary and most important teachers. Any intervention must be family-centered and at least two-generational to achieve lasting impact on the quality of life for children. EHS works collaborative with families and utilizes a comprehensive approach with families and their children birth to three years of age and pregnant women. EHS prepares children for school by focusing on their healthy development in four important areas of growth: physical, cognitive, emotional, and social growth with an emphasis on social/emotional development. Three skills are central in creating successful relationships: expressing emotion, understanding emotion, and processing social information. The infant and toddler years are a watershed of development in the emotional domain. These skills lay the foundation for positive social interactions and, ultimately, academic and life success. EHS provides a social emotional relationship curriculum based on the West Ed Program for Infant and Toddler Caregivers from the California Department of Education. Additionally, EHS continues to implement Conscious Discipline, a self-regulation program founded by Dr. Becky Bailey, and also uses the web-based "Teaching Strategies GOLD" scale.

In 2020-21 children received child development services under the supervision of degreeed/credentialed staff. The child/staff ratio in each classroom was 4:1 and no more than eight children were in each classroom. Children's growth toward School-Readiness goals were assessed using multiple tools. Parents and staff worked together to develop school-readiness goals for each child. The Teaching Strategies GOLD assessment tool was used to measure children's growth three times during the school year. Assessment data was reported to parents.



Services to Pregnant Women:

The AISD EHS program prioritizes services to pregnant and parenting teens enrolled in the District. EHS helps to ensure pregnant women have a source of ongoing, continuous medical and dental care. Women without a dental provider are referred to collaborating dentists. Monthly pre-natal visits to the doctor are tracked by the program to ensure pregnant women receive comprehensive prenatal care. EHS Family Advocates also make home visits and provide information on prenatal care. Parenting classes are provided on high school campuses for teens that are pregnant and or parenting. All new mothers are visited within two-weeks of delivery, and infants may be enrolled in the center.

Parent Involvement: Parents are recognized as their children's first and best teachers and are encouraged to participate actively in their child's education and all school activities. Parent volunteers are invaluable to the program and parents are encouraged to volunteer as often as possible. Conscious Discipline and other family building activities were presented to parents through various avenues. Many family friendly activities were well attended in the fall and early spring, offering families opportunities for fun and growth. Even when parents aren't able to participate in campus events, strong, supportive home relationships create safety and security so that students come to school ready to learn. All parent activities were held virtually During the 2020-2021 school year.



EHS Small Group Activity



Individualization



Halloween



So Sweet!



Lunch time



Pretend Play



Puzzles



Science Exploration



Fine Motor Skills

Community Capacity Building and Engagement:

The Head Start and Early Head Start Programs collaborated with many community agencies to better serve children and families. Written agreements are maintained with many of these agencies to assure high quality services are provided to our children and families. Our collaborators during the 2020-2021 school-year included:



Abilene ISD

Alliance for Women and Children	Day Nursery of Abilene	Workforce Solutions of West Central Texas
Day Nursery School Readiness Integration-AISD	Christian Ministries of Abilene	Christian Service Center
Food Bank of West Central Texas - Social Services Outreach	St. Vincent DePaul Thrift Store	Salvation Army
Food Bank of West Central Texas-Long ELC	Love & Care Ministries	Big Brothers/Big Sisters
Abilene Professional Center	Abilene Christian University Education Department	Foster Grandparent Program
Abilene Christian University Marriage and Family Institute	Hardin-Simmons University Family Psychology Center	Pastoral Care & Counseling
Turning Point Counseling	Presbyterian Children's Home and Services	Abilene Regional Council on Alcohol & Drug Abuse
Methodist Children's Home Family Outreach	International Rescue Committee (IRC)	Hendrick Regional Laboratory
Dr. Jane Estes Tindol, DDS	Dr. Bayless, DDS	Abilene Pediatric Dental Association
Professional Association of Pediatrics	Health and Human Services Commission (BCFS)	Big Country Area Health Education Center (AHEC)
AISD Adult Education	AISD Vocational Adjustment Class	AISD Title I Homeless Program
Christian Women's Job Corp	Cisco College	Call for Help 211
Faith Works	Abilene Public Library	Dr. Poorman, DDS
Housing Authority of the City of Abilene	National Center for Children's Illustrated Literature (NCCIL)	Grace Museum
Texas A&M AgriLife Extension	New Horizons Family Services Program	Marka Riddle, RD
Habitat for Humanity	Abilene Professional Center	Health and Human Services Commission (HHSC)
Noah Project	Food Bank of West Central Texas-Social Services Outreach	Abilene Taylor County Public Health District
11 Adams Pediatric	Abilene Children's Medical Association	Dr. Hector Garcia-Marerro, MD
Women, Infants, and Children Nutrition Program	Abilene Christian University School of Social Work	Dr. Susan Zeff, RD

Dr. Russell Dressen, OD

Abilene Hope Haven

Texas Midwest Optical

**Big Country Court Appointed
Special Advocate (CASA)**

**Early Childhood
Intervention
LEA Transition**

**Hendrick Pulmonary
Rehabilitation**

**West Texas Rehabilitation
Center**

United Supermarkets

Hendrick Prenatal Clinic

Highland Counseling Center

Regional Victim Crisis Center

AISD Office of Federal Programs

**West Texas Rehabilitation
Center Support Services**

**Abilene Taylor County Child
Advocacy Center**

MCH Family Outreach

Christian Women's Job Corps

AISD Office of Federal Programs

While we were unable to work with our community partners in person during the 2020-2021 school year, we remain deeply grateful for their dedication to children and families. They were, and continue to be, our heroes. Their continuous giving and consistent nurturing of the families within our community continues to influence lives today and into future generations.

