

Abilene ISD's Early Head Start/Head Start Annual Report



2019-2020





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.

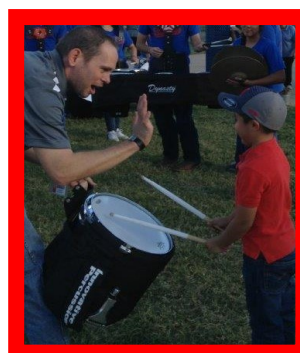
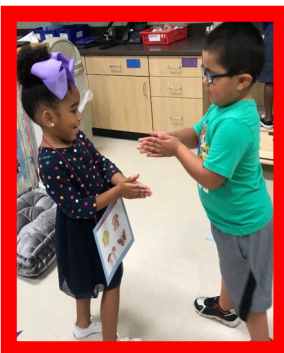
The 2019-2020 school-year was an exciting one!

Crockett staff continued to maintain a commitment to Early Head Start students and families. During the 2019-2020 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 father/child on-site “Camping with Dads event.” Adults and children enjoyed the time together. The event was well attended. Upon the retirement of long-time Director, Ms. Georgiana Reagan, Ms. Christine Krause was hired as the new EHS Director.

Head Start was also committed to maintaining the integrity of the Head Start Fatherhood Initiative. FRED (Fathers Reading Every Day) activities and “Dad and Kid” nights were held during the Fall and early Spring. A guest speaker introduced fun and engaging books and science/math activities to fathers/father figures. At the close of each event, each family took home manipulatives and a book. 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 close of Spring Break. Students nor staff returned to the campuses. Learning packets were provided for EHS students and HS students were introduced to Online/Remote learning. HS staff created academic and social/emotional activities related to each week’s theme for students and parents to work on together.

Students’ learning progress was also assessed throughout the fall and early spring, and the information was shared with families. Parents set personal and family goals. EHS staff were encouraging to families as they worked toward their goals. EHS and HS were also diligent in supporting families as the community entered the COVID-19 pandemic.



Our Early Childhood Centers in 2019-2020



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 2019-2020.



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 2019-2020 school year.

Head Start Budget 2019-2020

	Federal Activity		
	Program Year Budget	Program Year Expenditures	Expenditures (Over)/Under Budget
Federal Share			
Salaries (non-substitute personnel, benefits, & stipends)	2,199,348	2,171,340	28,008
Professional & Contractual (leases, tuition, substitutes, consultants, etc.)	65,225	79,121	(13,896)
Supplies (misc. supplies, furniture, & equipment under \$5,000)	77,000	88,561	(11,561)
Other Operating Expense (travel, field trips, food, fees, etc.)	42,309	38,859	3,450
Capital Outlay (equipment over \$5,000)	275,828	281,828	(6,000)
FEDERAL SHARE TOTALS	2,659,710	2,659,710	(0)
Training & Technical Assistance (T&TA)*	36,359	29,157	7,202
	Non-federal Activity		
Non-federal Share (In-kind)	Program Year Budget	Program Year Actual Total	(Over)/Under Required
NON-FEDERAL TOTALS	664,928	1,084,945	(420,017)
Other Funding Sources that Supported Head Start	Actual Title 1 Funds Total	Actual Local In-kind Total	Actual USDA Total
OTHER ANNUAL TOTALS	794,925	1,084,945	318,363

Other Funding Sources that Supported Head Start:

Title 1 Funds: \$794,925

Local In-kind: \$1,084,945

USDA: \$318,363 **COVID-19 affected this funding source



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

Early Head Start Budget 2019-2020

Other Funding Sources that Supported EHS:

Child and Adult Care Food Program: \$ 163,384

Child Care Services: \$3,703

Local In Kind: \$534,005.00



	Program Year Budget	Program Year Expenditures	Expenditures (Over)/Under Budget
Federal Share			
Salaries (non-substitute personnel, benefits, & stipends)	2,209,394	2,286,540	(77,146)
Professional & Contractual (leases, tuition, substitutes, consultants, etc.)	39,049	23,408	15,641
Supplies (misc. supplies, furniture, & equipment under \$5,000)	66,759	31,034	35,725
Other Operating Expense (travel, field trips, food, fees, etc.)	45,647	19,867	25,780
Capital Outlay (equipment over \$5,000)	-	-	-
FEDERAL SHARE TOTALS	2,360,849	2,360,849	0
Training & Technical Assistance (T&TA)*	52,142	24,164	27,978
	Non-federal Activity		
Non-federal Share (In-kind)	Program Year Budget	Program Year Actual Total	(Over)/Under Required
NON-FEDERAL TOTALS	590,214	590,214	-
Other Funding Sources that Supported Early Head Start	Actual CACFP Total	Actual Local In-kind Funds Total	Actual Child Care Services Total
OTHER ANNUAL TOTALS	164,343	590,214	3,703

*T&TA is included in Federal Share Totals above

Head Start Budget for 2020-2021

**Expected USDA
School Lunch
Program Funds:
\$312,645**

**Expected Local In
Kind Funds:
\$900,000**

**Expected Title 1
Funds: \$800,823**

		Federal Activity		
Federal Share		Program Year Budget		
Salaries (non-substitute personnel, benefits, & stipends)		2,449,248		
Professional & Contractual (leases, tuition, substitutes, consultants, etc.)		118,561		
Supplies (misc. supplies, furniture, & equipment under \$5,000)		212,081		
Other Operating Expense (travel, field trips, food, fees, etc.)		69,103		
Capital Outlay (equipment over \$5,000)		200,000		
FEDERAL SHARE TOTALS		3,048,993		
Training & Technical Assistance (T&TA)*		36,359		
COVID-19 Supplement**		235,736		
		Non-federal Activity		
Non-federal Share (In-kind)		Program Year Budget		
NON-FEDERAL TOTALS		703,314		
Other Funding Sources that Support Head Start		Expected Title 1 Funds	Expected Local In-kind Funds	Expected USDA Funds
OTHER ANNUAL TOTALS		800,823	815,602	312,645
*T&TA and COVID are included in Federal Share Totals above				
**COVID Supplement does not require In-kind				

Early Head Start Budget for 2020-2021

		Federal Activity		
Federal Share		Program Year Budget		
Salaries (non-substitute personnel, benefits, & stipends)		2,446,905		
Professional & Contractual (leases, tuition, substitutes, consultants, etc.)		55,017		
Supplies (misc. supplies, furniture, & equipment under \$5,000)		136,705		
Other Operating Expense (travel, field trips, food, fees, etc.)		42,125		
Capital Outlay (equipment over \$5,000)		-		
FEDERAL SHARE TOTALS		2,680,752		
Training & Technical Assistance (T&TA)*		52,142		
COVID-19 Supplement**		222,123		
		Non-federal Activity		
Non-federal Share (In-kind)		Program Year Budget		
NON-FEDERAL TOTALS		240,882		
Other Funding Sources that Support Early Head Start		Expected CACFP Funds	Expected Local In-kind Funds	Expected Child Care Services Funds
OTHER ANNUAL TOTALS		179,638	614,657	40,000
*T&TA and COVID are included in Federal Share Totals above				
**COVID Supplement does not require In-kind				

**Expected CACFP
Funds: \$179,638**

**Expected Child
Care Services
Funds: \$40,000**

**Expected Local In
Kind Funds:
\$614,657**

About our Children & Families

Number of children served in Head Start:	403
Number infants & toddlers served in EHS:	178
Total number of children served in 2019-20	581
Total number of pregnant women served:	33
Total families served in 2019-2020:	154
Children receiving medical exam:	583
Children who received oral health screening (EHS) or dental exam (HS):	573
Children who were up to date on all immunizations:	586
Children who were foster children:	34
Children with a diagnosed disability:	70
Two parent families:	146
Single parent families:	401
Children who were homeless:	54



Enrollment:

Historically, the EHS and HS programs maintain waiting lists of income eligible children, so there are rarely opportunities to enroll over income children unless they have a diagnosed disability. All vacant slots are filled within 30 days.

Average monthly enrollment for Head Start: 380 (100%)

Average Monthly enrollment for EHS: 141 (100%)

Percentage of eligible children served: 33%

Data from the August 2019 Program Information Reports and the 2019-2020 Community Assessment.

Annual Financial Audit: A district-wide financial audit was presented to the School Board by Eide Bailly, Certified Public Accountants, in January 13, 2020 for the 2018-2019 school fiscal year ending August 31, 2019. The audit firm stated in the report that District met federal compliance regulations for the fiscal year ending August 31, 2019. 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 2020 for the 2019-2020 school year and a full report will be available in January, 2021.

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. This letter has been posted on the Early Childhood website.

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.

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 2018-19 school year indicated that an emphasis on early literacy, concept development, language modeling, quality of feedback and self-regulation/problem-solving skills should continue to be focuses within each instructional day.

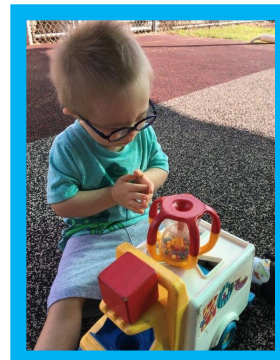
School readiness goals were also enhanced through the collaborative efforts of staff, parents, and community partners. Trainings for parents, family engagement activities and intentional Fatherhood Initiative activities were beneficial and supported families in achieving educational and family goals. ****Learning took an unusual turn during March 2020 as students and staff didn’t return to classrooms due to the COVID-19 pandemic. Parent/staff trainings/meetings were done virtually. EHS students were given Home Learning Packets to maintain prior knowledge and encourage continued new learning. HS students began to learn through virtual processes. Transition information was presented to parents through social media and other technological formats.*



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 2019-20 children received child development services under the supervision of degreed/credentialed staff. The child/staff ratio in each classroom was 4:1 no more than eight children in each classroom. Children's growth toward School-Readiness goals are 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 twice during the school year. Assessment data was reported to parents. The third, and final, assessment was not completed due to COVID-19.



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 based program as young as two-weeks of age.

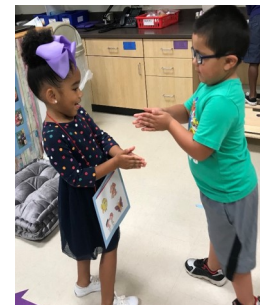
Parent Involvement: Parents are recognized as their children's first and best teachers and are encouraged to participate actively in their child's education and all school activities. Parent volunteers are invaluable to the program and parents are encouraged to volunteer as often as possible. Conscious 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. During the spring of 2020, parents truly became their children's teachers as families were home due to the COVID-19 pandemic. Virtual parent training sessions were offered on a wide variety of topics, including health and safety.



Small Group Activity



Outdoor Fun



I Love You Ritual



Science Night



Petting Zoo



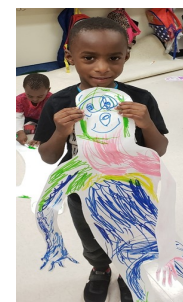
Community Helper



10 **Pretend Play**



Be Kind



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 2017-2018 school-year included:



Abilene ISD

Alliance for Women and Children

Dr. Susan Zeff, RD

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 Educa-
tion 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

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

**Women, Infants, and Children
Nutrition Program**

**We are thankful for the dedication of the
EHS/HS community partners. The services
they provide for our staff, families, and chil-
dren influence lives today and future
generations.**

