



EOAC HEAD START PUBLIC REPORT

[2018-2019]



This report has been prepared to comply with the Head Start Reauthorization Act of 2007. The Act states that: "Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent: (A) The total amount of public and private funds received and the amount from each source. (B) An explanation of budgetary expenditures and proposed budget for the fiscal year. (C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served. (D) The results of the most recent review by the Secretary and the financial audit. (E) The percentage of enrolled children that received medical and dental exams. (F) Information about parent involvement activities. (G) The agency's efforts to prepare children for kindergarten. (H) Any other information required by the Secretary."

Dorothy Marstaller, EOAC Executive Director

Debora A. Jones, Director EOAC Head Start 0-5

The Economic Opportunities Advancement Corporation serves as the grantee (recipient) of federal funds to operate both a Head Start and Early Head Start (EHS) program for preschool children, infants, toddlers, and pregnant women who reside within McLennan and Falls County zip codes. The federal funding includes a basic grant and a training and technical assistance grant. The basic grant funds general program operations (i.e., personnel, fringe-health and welfare benefits, materials, supplies, equipment, facilities), while the training and technical assistance grant is earmarked to support training and technical assistance (i.e., professional development and training, consultants, college tuition and training materials). CACFP meal reimbursement, and local grants, such as; United Way and other local and state grant initiatives. Head Start families and community volunteers generated the following non-federal match to federal fund grant dollars through volunteer time and donations;

Head Start - Budget Categories

<i>Budget Category</i>	<i>Program Operations</i>	<i>Training Technical Assistance</i>	<i>Non-Federal Share</i>
Personnel	\$4,185,136	\$0	\$356,185
Fringe Benefits	\$947,881	\$0	\$0
Travel	\$10,000	\$25,131	\$0
Equipment	\$0	\$0	\$0
Supplies	\$158,620	\$12,993	\$109,685
Contractual	\$105,000	\$12,000	\$55,000
Construction	\$0	\$0	\$0
Other	\$570,392	\$20,953	\$991,157
Total Direct Charges	\$5,977,029	\$71,077	\$1,512,027
Indirect Charges	\$0	\$0	\$0
Total	\$5,977,029	\$71,077	\$1,512,027

05/01/2018-04/30/2019

Non-Competing Continuation

Early Head Start - Budget Categories

<i>Budget Category</i>	<i>Program Operations</i>	<i>Training Technical Assistance</i>	<i>Non-Federal Share</i>
Personnel	\$920,441	\$0	\$0
Fringe Benefits	\$231,225	\$0	\$0
Travel	\$0	\$8,700	\$0
Equipment	\$0	\$0	\$0
Supplies	\$64,479	\$4,925	\$0
Contractual	\$13,000	\$10,000	\$11,375
Construction	\$0	\$0	\$0
Other	\$158,553	\$9,684	\$343,877
Total Direct Charges	\$1,387,698	\$33,309	\$355,252
Indirect Charges	\$0	\$0	\$0
Total	\$1,387,698	\$33,309	\$355,252

PROPOSED BUDGET EXPENDITURES FOR 2019-2020

05/01/2019-06/30/2019 Non-Competing Continuation

Head Start - Budget Categories

<i>Budget Category</i>	<i>Program Operations</i>	<i>Training Technical Assistance</i>	<i>Non-Federal Share</i>
Personnel	\$4,184,473	\$7,350	\$356,185
Fringe Benefits	\$1,061,201	\$0	\$0
Travel	\$0	\$20,234	\$0
Equipment	\$0	\$0	\$0
Supplies	\$238,620	\$12,993	\$109,685
Contractual	\$93,000	\$12,000	\$55,000
Construction	\$0	\$0	\$0
Other	\$555,138	\$20,953	\$1,030,621
Total Direct Charges	\$6,132,432	\$73,530	\$1,551,491
Indirect Charges	\$0	\$0	\$0
Total	\$6,132,432	\$73,530	\$1,551,491

Early Head Start - Budget Categories

<i>Budget Category</i>	<i>Program Operations</i>	<i>Training Technical Assistance</i>	<i>Non-Federal Share</i>
Personnel	\$990,322	\$0	\$0
Fringe Benefits	\$209,250	\$0	\$0
Travel	\$0	\$11,000	\$0
Equipment	\$0	\$0	\$0
Supplies	\$56,390	\$4,925	\$0
Contractual	\$12,043	\$2,316	\$26,800
Construction	\$0	\$0	\$0
Other	\$155,773	\$15,068	\$337,472
Total Direct Charges	\$1,423,778	\$33,309	\$364,272
Indirect Charges	\$0	\$0	\$0
Total	\$1,423,778	\$33,309	\$364,272

PROGRAM DESCRIPTION

Head Start is a federally funded program that promotes the school readiness of young children from low-income families. The Head Start program is authorized by the *Improving Head Start for School Readiness Act of 2007*.

- Head Start and Early Head Start programs provide comprehensive services to support the mental, social, and emotional development of children from birth to age 5. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. Head Start services are responsive to each child and family's ethnic, cultural, and linguistic heritage.
- Head Start encourages the role of parents as their child's first and most important teachers. Programs build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community.

The over-arching focus of the Head Start and Early Head Start program is to prepare children to enter kindergarten with the required school readiness skills. In doing so, the EOAC Head Start program prides itself on providing quality early learning experiences for children and a full range of services to the entire family.

ENROLLMENT - TOTAL OF CHILDREN AND FAMILIES SERVED

During the 2018-2019 school year, the EOAC Head Start Program was funded to serve 999 children and their families (873 preschool children and 126 infants and toddlers in McLennan and Falls Counties at 8 preschool centers (serving children ages 3 to 5) and two public and two charter school locations, and two Early Head Start centers (serving infants and toddlers). A total of 1,036 preschool age children and including infants and toddlers were enrolled during the program year. Of those, 90% for the program based on their income falling at or below the federal poverty guidelines. The other 9% of children enrolled came from families whose income was above the federal poverty guidelines but remained within the allowable 100-130% above poverty guidelines (35%) and one percent within the 10% over federal guidelines.

**EOAC Head Start/Early Head Start –
Enrollment by Program Model / Option / Age 08-05-2018 thru 12-31-2019**

Name	Funded Slots	Actual Enrollment / Served (08-05-2018 to 12-31-2019)	Actual Served %
C.W. Ortlip Head Start 0-5	80	93	110.00%
Harmony Jump Start	40	41	102.50%
Head Start Home Base	24	31	129.17%
Home Base Early Head Start	12	17	141.67%
Johnette Hicks Head Start 0-5	95	125	118.95%
Marlin Early Head Start	24	31	129.17%
Marlin Head Start	38	18	47.37%
Mart Head Start	17	20	117.65%
Moody Head Start	17	20	117.65%
South Waco Jump Start	40	43	107.50%
Spirit Of Love	24	32	133.33%
T. E. Dorsey Head Start	300	309	101.33%
TSTC	17	17	100.00%
West Jump Start	40	45	112.50%
Woodrow Logan Head Start	167	194	114.97%
Agency Total	935	1036	

MONTHLY AVERAGE ENROLLMENT PERCENTAGE

Center/School Name	Monthly Average Attendance
C.W. Ortlip Head Start 0-5	93.46%
Harmony Jump Start	92.48%
Head Start Home Base	49.44%
Home Base Early Head Start	0.00%
Johnette Hicks Head Start 0-5	81.07%
Marlin Early Head Start	89.04%
Marlin Head Start	96.18%
Mart Head Start	94.12%
Moody Head Start	96.48%
South Waco Jump Start	97.23%
Spirit Of Love	89.81%
T. E. Dorsey Head Start	94.65%
TSTC	95.89%
West Jump Start	98.94%
Woodrow Logan Head Start	95.06%
Daily Attendance Totals	92.00

MOST RECENT MONITORING REVIEW

EOAC Head Start went through a Focus Area One (FA1) offsite review during the week of November 4, 2019. Results are pending. EOAC applied in November 2018 and competed with other entities to receive a new Head Start grant and was awarded the grant for a new 5-year process, 2019-2024.

Results from CLASS® Observations

Office of Head Start onsite CLASS® review conducted from 01/23/2017 to 01/26/2017 of your Head Start program. Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS®).

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.6089	Classroom Organization	5.4516	Instructional Support	2.5108

DIMENSIONS					
Positive Climate	5.76	Behavior Management	5.69	Concept Development	1.84
Negative Climate*	1.03	Productivity	5.85	Quality of Feedback	2.42
Teacher Sensitivity	5.48	Instructional Learning Formats	4.81	Language Modeling	3.27
Regard for Student Perspectives	4.23				

PARENT ENGAGEMENT ACTIVITIES

Parents enjoy opportunities to participate in shared governance and various parent focused activities. Active parental involvement is important to the program's continued success. The desired participation from parents is clearly articulated from the point of enrollment and encouraged throughout the enrollment period.

Involvement in shared governance includes membership on the Head Start Policy Council (parents elect parent representatives to serve as members on the Policy Council). Working closely with Head Start management and in collaboration with the EOAC Board of Directors, Policy Council members assist in program planning and operation. Additionally, parents are engaged at the individual center level through Parent Center Committee meetings. Parent Center Committee leaders are nurtured via monthly meetings and training sessions led by community organizations and providers as well as Program Managers. Parent leaders facilitate monthly meetings with the other parents at their centers.

Topics include: school readiness, good health, proper nutrition, emergency preparedness, parent involvement, and child development. Program-wide efforts designed to foster parent engagement are highlighted by the annual Head Start/Early Head Start Parent Workshops. These activities include workshops and training sessions focusing on language and literacy development, early numeracy, science exploration, and social and emotional development. Other activities include a resource fair where agencies throughout the city are present to share resources and information with parents.

Attention is given to parents of children with special needs and activities are tailored to support their unique needs. An annual meeting is held for parents of special needs children transitioning to kindergarten. Additionally, continuous support is provided to these families by the program's special education staff along with partnering community agencies.

A celebrated male involvement initiative exists that provides opportunities for fathers and father-figures to more productively participate in the rearing of their Head Start child and Early Head Start child(ren). Events have included the following workshops: health, nutrition, language and literacy development, and early science, including participation in our first science fair. The program has enjoyed the attendance of fathers/father-figures at special events planned especially for them.

Family Services and Parent Involvement Activities	Parent Training	Parent Education
• Serving on interview panels	S Ready Rosie Parenting	✓ GED/ESL
• Self-Assessment Team	• CPR/ First Aid	V College Courses
• Pinwheels for Prevention	V Shaken Baby Syndrome	V Library Cards
• Elected Positions	• Nutrition-Mud Pies	S CNA
• Classroom/Center Volunteer	S School Readiness	V Truck Driving
• Parent Meetings	S Car Seat Safety	S Barber License
• Health Fair	S Mudd Pies	

● Adopt-A-Highway	S Attendance Works
● Literacy	S Children Learning Institute
● Community Health & Information Fairs	S Frog Street Press
● Male Engagement Activities	S Vroom
● Male Involvement Surveys	S Transition-Pathways to Kindergarten Success
● Family Style Meal Service	S Child Abuse



PARTNERSHIP HIGHLIGHTS:

- Collaboration with all district providers of early learning programs including: State-Preschool, Child Development Centers, Pre-K Special Education, and Transitional Kindergarten Department to promote a seamless continuum for early learning from Pre-K into kindergarten.
- Collaboration with the Department of Children and Family Services to identify, recruit, and enroll children in foster care into the Head Start program.
- Collaboration with McLennan Community Nursing Department, placing graduate level nurse interns in Head Start centers.
- Collaboration with Tarleton State University Social Work Program for support in data analysis for child outcomes comparisons.
- Initiating collaboration with Family Practice Clinic to provide added support to Early Head Start through their *Welcome Baby* program.
- Collaboration with Texas Workforce Child Care Services in providing Conscious Discipline Training for community families and program parents.

SCHOOL READINESS

EOAC Head Start and Early Head Start programs use Frog Street Press, CLI Engage and the Head Start Early Learning Outcomes Framework for implementing high-quality early childhood programs. The Early Learning and Development Standards articulate expectations for what children should know and be able to do. ELOF goals, aligned with Frog Street Press, guides teachers in development of curriculum and assessing children's progress. The curriculum is comprehensive, flexible and child-centered and is aligned with the Head Start Child development and Learning Framework. We are guided by these authoritative sources which complement each other and results in a curriculum that sets expectations for our program, for staff, and for children while allowing for a high degree of individualization. We welcome all children and their families, including but not limited to those with developmental

delays and disabilities, mental health diagnoses and behavioral challenges, into our program and ensure they fully participate in all aspects of the educational program

Our curriculum promotes young children's school readiness in the following areas:

1. **Language Development**, which consists of the elements of listening and understanding, speaking and communicating – this includes use of increased vocabulary to communicate orally, use of appropriate patterns of language, use of age-appropriate language, and verbalization of needs and feelings
2. **Literacy**, which consists of the elements of phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge
3. **Mathematics**, which consists of the elements of numbers and operations, geometry and spatial sense, patterns, and measurements
4. **Science**, which consists of the elements of scientific skills and methods, and conceptual knowledge of the natural and physical world knowledge
5. **Creative Arts**, consisting of the elements of music, art, movement, and dramatic play
6. **Social and Emotional Development**, consisting of the elements of self-concept, self-control, cooperation, social relationships, and knowledge of families and communities, history and events, people and the environment
7. **Social and Emotional Development**, consisting of the elements of self-concept, self-control, cooperation, social relationships, and knowledge of families and communities, history and events, people and the environment
8. **Physical Health and Development**, which consists of the domains of fine motor skills, gross motor skills, and health status and practice
9. **Social Studies, which consists of elements of Self, family, and Community and History and Geography**
10. **English Language Development /Dual Language Learners**, which consists of elements of comprehension and ability to speak and engage in English language and literacy activities

Child “outcomes” refers to the measurement of children's learning over the program year in each of the areas of development specified in the. Early Learning and Development Standards and the Head Start Child Development and Early Learning Framework.

EOAC Head Start 0-5 2018 Spring School Readiness Outcomes report for kindergarten eligible children.

One of our five-year goals are to increase the number of children reaching the developmental continuum in the areas of Literacy and Mathematics. We were especially focused on increasing developmental progress in the Literacy areas of Print Awareness and Phonological Awareness and Number & Operations in Mathematics.

We will take a renewed training emphasis on DLL teaching strategies to support learning. We will also be taking a closer look at how DLL are assessed to ensure fidelity in assessment practices.



Health Services

The philosophy of EOAC Head Start/ Early Head Start health services is to prevent health problems whenever possible by carefully addressing the needs of enrolled children. Collaborative partnerships are the key to the success of this approach. When conditions or illnesses are found, they are addressed quickly with the help of competent health care partners to improve the health of the child and to prevent future problems.

Some services that the EOAC Head Start/ Early Head Start program provides include:

- S Assisting families in finding a medical home and dental home.
- S Locating sources of funding for health services, such as Medicaid or other community resources.
- S Tracking health services such as well-child exams, dental and immunizations.
- S Providing parents with information about well-child exams, screenings, trainings and information on child health development.

SCREENINGS

When a child enrolls in Head Start/Early Head Start, steps are taken to assess the child's health quickly to identify any health concerns. The emphasis is on scheduling preventive and primary health care. The screening also enables staff and partners to ensure prompt intervention to address problems. For example, it can identify children who need further assessment to determine if they need vision services or hearing aids, mental health services, special education or other related services.

Screenings completed within 45 days of Enrollment:

- S Vision
- S Hearing
- S Heights & Weight
- S Blood Pressure
- S Developmental
- S Speech & Language & Social and Emotional



HEALTH OUTCOMES

Head Start staff members try to coordinate health services with families. They strive to ensure that each child has a source of continuous, accessible and coordinated care that serves as a medical home and a dental home.

2018-2019 School Year:

	# of children	% of children	% of total children minus children < 45 days
Children with health insurance	1,025	99%	105%
Number enrolled in Medicaid and/or CHIP	959	94%	
Number enrolled in state-only funded insurance	0	0%	
Number with private health insurance	57	6%	
Number with other health insurance not listed, for example, Military Health	9	1%	
Number of children with no health insurance	11	1%	1%
	# of children	% of total children	% of total children minus children < 45 days
Number of children with an ongoing source of continuous, accessible health care	1,026	99%	105%
Health Services	# of children	% of children	% of total children minus children < 45 days
Number of all children who are up to date on a schedule of age appropriate preventive and primary health care according to your state's EPSDT schedule for well childcare	879	85%	90%

Of these, the number diagnosed with a chronic condition needing medical treatment since last year's PIR was reported	7	1%	
Of these, the number who have received or are receiving medical treatment	7	100%	
Number of all children who received medical treatment for the following chronic health conditions, including those diagnosed prior to this reporting period:			
Asthma	50	5%	
Vision Problems	4	0%	
High Lead Levels	3	0%	
Diabetes	1	0%	

Dental Services	# of children	% of total children	% of total children minus children < 45 days
Number of children with continuous, accessible dental care provided by a dentist	1,024	99%	104%
	# of children	% of children	% of total children minus children < 45 days
Number of children who received preventive care	824	80%	84%
Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination	830	80%	85%

since last year's PIR was reported			
Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	12	1%	
Of these, the number of children who have received or are receiving treatment	5	42%	

POLICY COUNCIL LEADERSHIP

Parent Engagement Head Start engages parents through parent committees: Education, Nutrition, Family Services, Budget and Personnel Committee which meet at least three times a year. Parents are invited to be involved in any of these committees to strengthen the services provided to children and families, and to make recommendations for the program. Parents are encouraged to attend monthly meetings and volunteer at their child's school site. Parents have direct contact with the teaching staff a total of four times a year, with two conferences and two home visits, during which parents and teachers discuss the individual goals of their child. Parents are asked to provide information that help our teachers complete child assessments and assist with the transition to their next school placement. The Head Start Policy Council, the program's major decision-making body, shares governance responsibility with the EOAC Board of Directors regarding decisions about program goals and plans, setting program policies and procedures, budget allocations and personnel functions, including all hiring and releases Head Start / Early Head Start Staff. The Policy Council represent parent decisions on program design and implementation. The council is made up of 24 representatives, including elected parent representatives, past parents and individuals from community agencies, including cross representation to the governing board.



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