

Annual Report to the Public 2015-2016

Head Start is a federal program for preschool children from low-income families. Currently, the family's income must be at the poverty level or below to qualify. For the 2015-2016 school year, we were funded for 85 children. There are minimum standards that we must meet. These areas include education, mental health, physical and dental health, children with disabilities, parent services, community partnerships, shared governance and transition.

FUNDING: Kaufman ISD is the grantee for the Head Start program. Federal funds come directly to the school district to provide the funds to support 80% of the Head Start budget. Kaufman ISD furnishes the remaining 20% required to provide the quality services received by students and families enrolled in the Kaufman ISD Head Start program.

EXPENDITURES: In 2015-2016 we were awarded \$562,363.00. Of that amount, approximately \$410,524 was budgeted for personnel and \$78,395 for fringe benefits. The training and technical assistance allocation was \$13,369.65, as required by the terms of the grant. The remaining \$60,074.35 was used to provide educational supplies, field trips, parent services, nutritional services, substitutes, local travel and child liability insurance.

All other program expenses are provided by Kaufman ISD as in-kind. This includes the use of the building, food services, disability services, personnel services, fiscal services, maintenance, custodial services, utilities, and technology services.

CHILDREN AND FAMILIES SERVED: Throughout the school year we served 93 children and 92 families. 91% of the children were Head Start eligible, 8 children were over income. We are allowed to enroll 10% over income. These families demonstrate need in other ways.

FINANCIAL AUDIT: There were no findings related to Head Start funds.

MEDICAL/DENTAL EXAMS: 91% of the children who were enrolled more than 45 days were up-to-date on well child medical visits. 89% completed dental exams.

PARENT ENGAGEMENT ACTIVITIES: There are four major ways parents may participate:

1. Participation in the decision making process: Parents are invited to participate in the Policy Council, Parent Committee, and Health Advisory Committee.
2. Participation in the classroom as observers and volunteers: Parents are encouraged to attend field trips and eat lunch with their child.
3. Participation in activities, which parents have helped to plan and develop: Educational workshops and family picnics are planned throughout the school year. Parents are encouraged to attend GED and ESL classes, if needed.

4. Working with their children at home in cooperation with school staff: Parents are encouraged to read to their child daily, check the take-home folder for communication with the teacher, complete necessary paperwork, and complete dental and physical exams.

PREPARING CHILDREN FOR KINDERGARTEN: We prepare our children for academic success in a variety of ways. We use the state adopted curriculum *Frog Street Press Pre-K*. We use the CIRCLE framework to ensure best practices in literacy, phonological awareness, math, science and social studies. The children are formally assessed using the CIRCLE assessment which is directly aligned with Kindergarten TPRI. Head Start teachers work closely with Kindergarten teachers on our campus to stay up to date on knowledge and skills necessary for children to be successful in Kindergarten.

Transition is seamless. Head Start children attend Kindergarten on the same campus. They are in familiar surroundings, have similar schedules and are taught by some of the same teachers. Parents and students know the office staff, pick-up and drop-off routines, schedules, and school rules and procedures.

MONITORING REVIEW: In January, 2013, the triennial review was conducted by a team of federal reviewers. The team reported that our program is in compliance with all applicable Head Start program performance standards, laws, regulations, and policy requirements. There were no reported areas of non-compliance.

The CLASS reviewer found that our teachers met all standards in at least the average range with the exception of instructional support. This includes the areas of concept development, quality of feedback, and language modeling. For the past two and a half years we have held staff development training in those areas. The director and educational coordinator are certified CLASS observers. Teachers have shown increased understanding of the importance of instructional support and are using the strategies learned to encourage higher level thinking skills in Head Start students. Continued improvement in this areas continues to be a goal for the 2016-2017 school year.

We were awarded our continuation grant for the 2016-2017 school year as part of our 5 Year Grant Model. This award period began July 1, 2016 and will extend until June 30, 2017. As a part of the new 5 Year Grant Model, we will begin a monitoring system that is aligned with a comprehensive five year continuous oversight plan. The Aligned Monitoring System allows for greater granularity in distinguishing between high and low grantee performance. It also aides in intensive examination of performance in these core areas:

- Environmental Health and Safety
- Management Systems and Program Governance
- Fiscal Integrity
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Comprehensive Services and School Readiness
- Teacher-Child Interactions, as addressed through the Classroom Assessment Scoring System (CLASS) observation instrument

For the 2016-2017 program year, our program anticipates that we will be evaluated on Environmental Health and Safety and CLASS observations.