

Annual Report 2014-2015



Head Start Program (zero-to-five)

ABOUT HEAD START

In January of 1964, President Lyndon B. Johnson declared The War on Poverty in his State of the Union speech. Shortly thereafter, Sargent Shriver took the lead in assembling a panel of experts to develop a comprehensive child development program that would help communities meet the needs of disadvantaged preschool children. Among these experts were Dr. Robert Cooke, a pediatrician at John Hopkins University, and Dr. Edward Zigler, a professor of psychology and director of the Child Study Center at Yale University.



Part of the government's thinking on poverty was influenced by new research on the effects of poverty, as well as on the impacts of education. This research indicated an obligation to help disadvantaged groups, compensating for inequality in social or economic conditions. Head Start was designed to help break the cycle of poverty, providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs. A key tenet of the program established that it be culturally responsive to the communities served, and that the communities have an investment in its success through the contribution of volunteer hours and other donations as nonfederal share.

In September of 1995 the first Early Head Start grants were given. In October of 1998, Head Start was reauthorized to expand to full-day and full-year services. Head Start has served over 32 million children since 1965, growing from an eight-week demonstration project to include full day/year services and many program options. Currently, Head Start is administered by the Administration for Children and Families (ACF) in the Department of Health and Human Services. Head Start serves over a million children and their families each year in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico and the U.S. territories, including American Indian, Alaskan Native and Migrant/Seasonal communities.

Posted on website: <http://communityaction.com/our-services/head-start/>

Contact Suad Hooper, Head Start Program Director: shooper@communityaction.com

ABOUT OUR PROGRAM

Community Action Inc. of Central Texas (CAI) is a community based not for profit organization that has been in continuous operation since 1965 when it was established as part of this nation's War On Poverty led by President Lyndon Baines Johnson.

CAI operated its first Head Start program (one of the first in the nation) in the community of Kyle in Hays County in the summer of 1966.



2014 marks the 50th anniversary of Lyndon Baines Johnson's "War on Poverty." LBJ's declaration is what sparked the creation of Community Action organizations across the country, so this year Community Action Inc. of Central Texas is celebrating everything that the War on Poverty has accomplished since 1964 and everything that we hope to do in the future to eradicate poverty in the United States.

Community Action, Head Start Program has been an integral part of the children and families in Hays and Caldwell Counties for over 49 years. More than 20,000 children and families have been impacted by the Head Start program learning experience.

Thank you for your support!

MISSION

COMMUNITY ACTION DEVELOPS OPPORTUNITIES FOR PEOPLE AND COMMUNITIES TO REALIZE THEIR POTENTIAL

WE BELIEVE

- All children should reach their full potential
- Every child can succeed

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- We can impact the success of "at risk" children
- Quality early education fundamentally transforms children and families

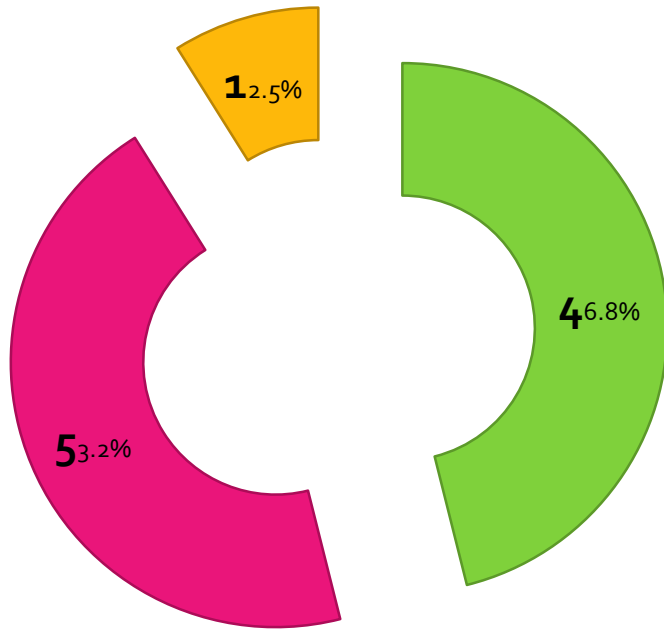
ELIGIBLE CHILDREN SERVED BY COMMUNITY

Community	Early Head Start Funded Enrollment	Head Start Funded Enrollment	Total Funded Enrollment
San Marcos	60	168	228
Kyle	35	74	109
Buda	12	20	32
Lockhart	16	68	84
Luling	28	46	74
Wimberley	12 Home-Based	0	12

Community	Population	Percent of Population under the age of 5	Poverty Rate	Estimated number of Head Start eligible children
San Marcos(C.D. 15)	54,076	5.0	37.3	1,020
Kyle (C.D. 21)	31,760	10.4	17.6	245
Buda(C.D. 21)	10,209	10.1	17.6	89
Lockhart	13,098	5.2	15.4	105
Luling	5,659	5.4	15.6	48
Wimberley(C.D. 21)	2,582	4.3	24.2	27

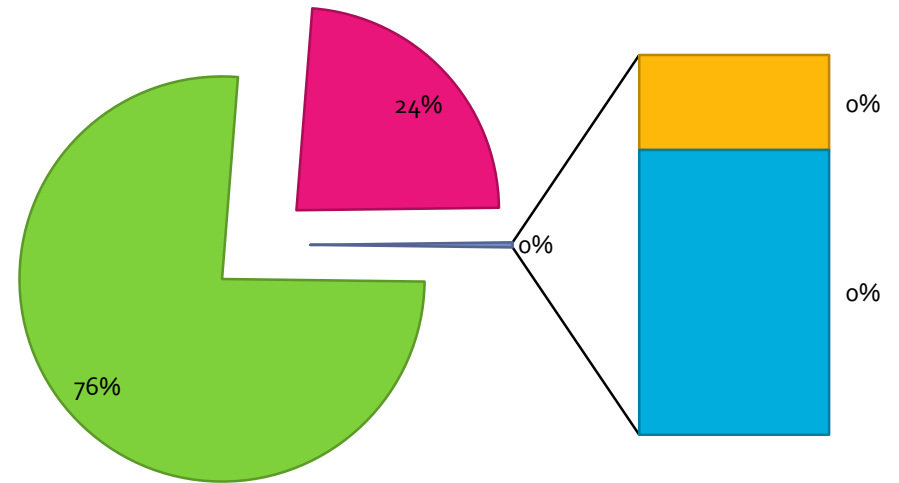
Demographics

■ male ■ female ■ Children with IEP/IFSP



Language profile

■ English ■ Spanish ■ East Asian ■ Language unspecified



Funded Enrollment

Head Start: 376

Early Head Start: 163

Cumulative enrollments 2014-2015

Of pregnant women and children 625

Income below 100% poverty 510

Public Assistance 53

Status of Foster Child 19

Status of Homelessness 9

Over income 34

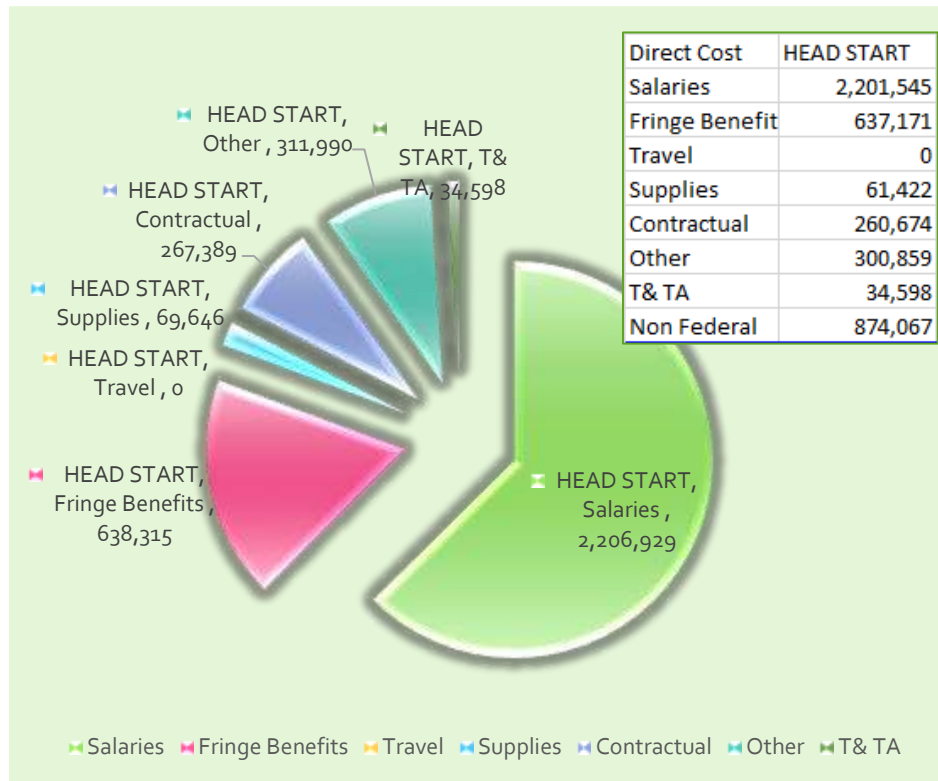
Program maintained full enrollment



CAI HEAD START PROGRAM REVENUE

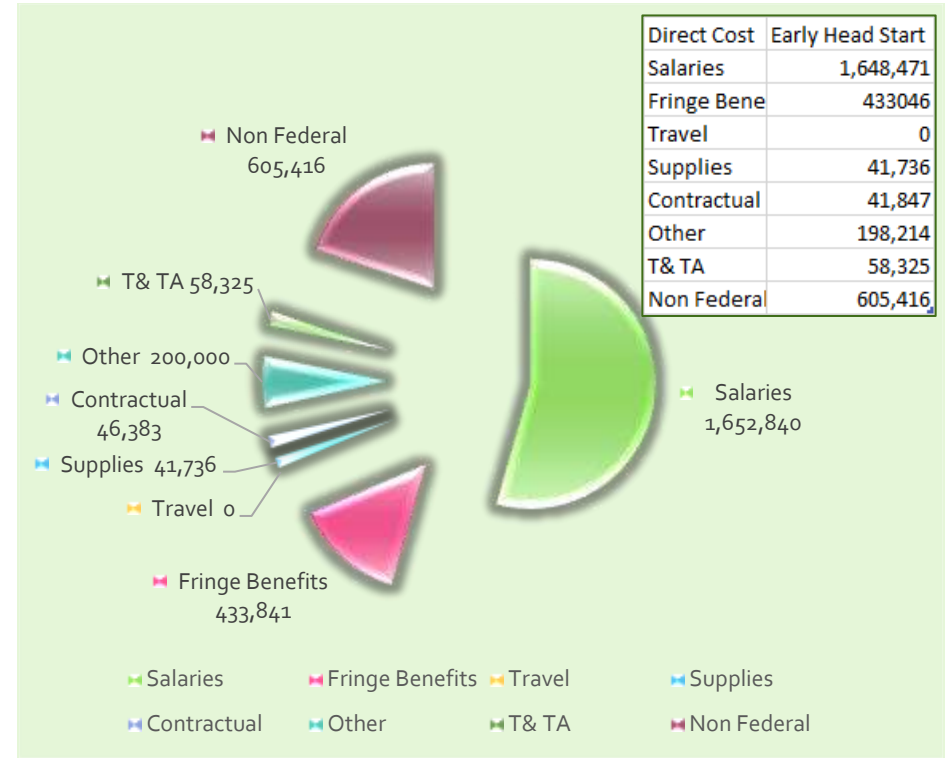
2014-2015 Allocations

Grant Award



2014-2015 Allocations

Grant Award



Direct Cost	HEAD START
Salaries	2,201,545
Fringe Benefit	637,171
Travel	0
Supplies	61,422
Contractual	260,674
Other	300,859
T&TA	34,598
Non Federal	874,067

Direct Cost	Early Head Start
Salaries	1,648,471
Fringe Bene	433,046
Travel	0
Supplies	41,736
Contractual	41,847
Other	198,214
T&TA	58,325
Non Federal	605,416

The FY 2014-2015 budget successfully passed the GABI (Grant Application Budget Instrument) audit which is required by the Office of Head Start prior to the funding award. The in-kind match (non-federal share) is matched annually through Partnering School Districts, Parent Council volunteers, and private donors.

FINANCIAL AUDIT

The most recent audit covers the period of November 31, 2014- October 31, 2015

“In my opinion, the financial statements referred to previously present fairly, in all material respects, the financial position of Community Action, Inc. of Central Texas as of October 31, 2014, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.”

The auditor, Mr. George Chester Draper, III, CPA

The Office of Head Start (OHS) moved from indefinite project periods to definite project periods of five years (60 months) for all Head Start grantees as part of the **Designation Renewal System (DRS)**.

In July 2013 Community Action, Inc. of Central Texas Head Start program won the rigorous competition and became a recipient of the five year grant under the Designation Renewal System. The DRS ensures that organizations of the highest quality continue to provide Head Start services and opens the service areas of others to competition. This renewed commitment to quality provides an opportunity to implement changes in OHS funding practices and oversight of Head Start programs.

As a mandate of five year condition, within first 45 days the Program completed *Health and Safety Screener*, at each Child Development Center. The HSS is designed to help organizations identify where they need to make changes and build capacity to ensure children are healthy and safe in their care.

Also, within first 45 days *Governance, Leadership and Oversight Capacity Screener* was completed, to help identify where is a need to make changes for quality improvement, and assists in building capacity to fulfill Head Start governance responsibilities.

COMMUNITY PARTNERS-WORKING TOGETHER

45 CFR 1304.41(a)(2) Partnerships

When establishing and maintaining collaborative relationships: It is helpful to draw upon other agencies data sources; engage with parents and staff; nurture a mutually respectful environment; develop teams for working together on an ongoing basis; work together to achieve shared goals; and consider team members' resources.

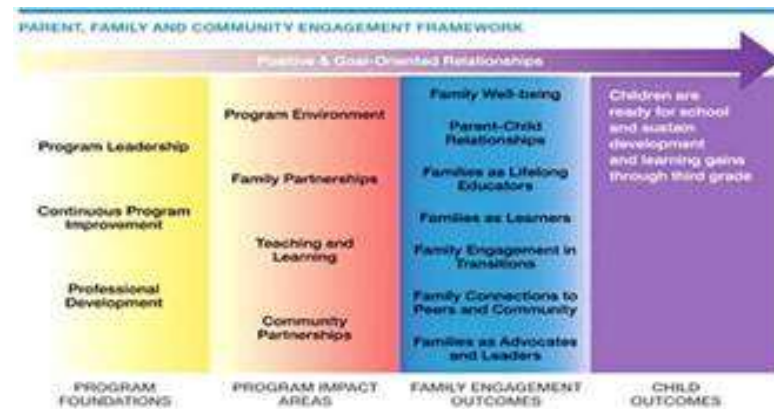
CAI established strong partnerships with other community agencies, school districts, health providers and businesses, by developing a system of communication, cooperation and sharing among communities' institutions. Through well established network we are able to provide balanced comprehensive services to children and families we serve.

- **San Marcos CISD**
- **Hays CISD**
- **Wimberley ISD**
- **Lockhart ISD**
- **Luling ISD**
- **Texas State University**
- **United Way Of Hays County**
- **Connect Care**
- **Hays County Health Department**
- **Corridor Primary Care**
- **SETON**
- **CTMC**
- **WALMART**
- **HEB**
- **SAM'S Club**
- **Target**
- **Gary Jobs Corp Community**
- **ECI**
- **Blazer Real Estate Services, San Marcos Willow Springs**

Building trust, strategic planning, organizing and sustaining efforts, evaluating the results, and enjoying new ways of working together are all parts of collaboration.

PARENT ENGAGEMENT

Parent and family engagement in Head Start and Early Head Start is about building relationships with families that support family well-being; supporting strong relationships between parents and their children; and nurturing ongoing learning and development for both parents and children. *The Parent, Family, and Community Engagement (PFCE) Framework* is a roadmap for progress in achieving the types of outcomes that lead to positive and enduring change for children and families.



CAI HS Program is family-centered and is designed to support parents as the most important influence in their child's life. The program strives to engage the families enrolled through a variety of activities, training and educational opportunities.

Every center in our program has parent committees and all parents whose children are enrolled in Head Start are members. Meetings are held on a monthly basis. Parents conduct elections at each center and choose parents based on the

formula of every 40 children to one parent to serve on the Policy Council. Alternates are also elected from every center, should a member be absent from the Policy Council meeting.

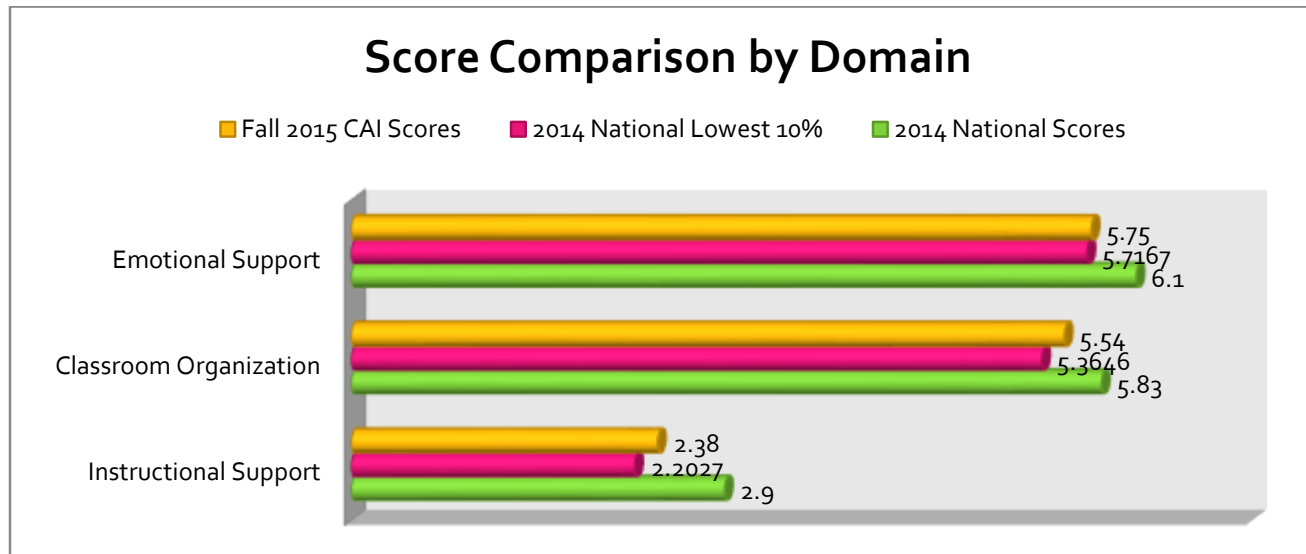
Parents are involved in all facets of the programs activities – from curriculum planning to making decisions on how to use parent activity funds, planning events, monthly meetings, and providing in-put on staff selection/hiring.

Parents are encouraged, on a daily basis, to volunteer in the classroom. A large emphasis is placed on them reading to their child to strengthen and build language and literacy skills in the child as well as themselves. Parents are asked to chaperone on field trips to provide extra safety precautions

2014-2015 FEDERAL REVIEW RESULTS

The Administration for Children and Families (ASF) conducted an on-site monitoring Reviews of the Community Action, Inc.(CAI) Head Start Programs as well as the American Recovery and Reinvestment Act (ARRA) Funds Early Head Start Program.

CLASS classroom assessment- The Program scored low in the Instructional Support Domain



➤ **March 23, 2015 Fiscal/ERSEA- Program was found in full compliance**

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- April 27, 2015 Environmental health & safety, no areas of noncompliance was identified. One area of deficiency was identified. Grantee corrected the deficiency within 30 days and was found in compliance on November 5, 2016.

CHILD HEALTH

Comprehensive Health Services provided to all children enrolled in the program through collaborations with various Medical and Dental providers from the community.



Dental Home

Head Start/ Early Head Start

Medical Home

578

Head Start/Early Head Start

578

Preventive Dental Care

Head Start/Early Head Start

371

Up-to-date Immunizations

Head Start/Early Head Start

566



FAMILY SERVICES

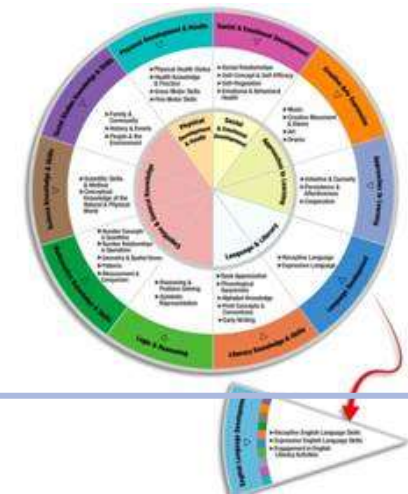
Implemented new family home visit structure to ensure all families receive appropriate support services.

- 485 Head Start Program families received case management services
- 384 Head Start Program families received emergency crisis intervention services
- 50 fathers actively participated in center activities

DISABILITY SERVICES

Children with disabilities: Our inclusive program helps all children learn that we are all people with differing abilities, and we all have contributions to make and strengths to share. Program maintained 10% enrolment of children with disabilities

- 40 Head Start children
- 14 Early Head Start children
 - Served in regular classrooms
 - Some received transportation
 - Few have disability aides



SCHOOL READINESS

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school.

In 2014 CAI Head Start Program set the program school readiness goals that outline the steps of progression toward these goals through a developmental sequence of age- and stage-appropriate behaviors, skills, and knowledge that children birth-to-five need to acquire to accomplish each broad goal.

School readiness goals articulate the program's expectations of children's status and progress across the five essential domains of child development and early learning that will improve children's readiness for kindergarten [§ 1307.2]. Goals are broad statements that articulate the highest developmental achievement children should attain as a result of Early Head Start and Head Start services.

The five essential domains include (1) language and literacy development, (2) cognition and general knowledge, (3) approaches toward learning, (4) physical well-being and motor development, and (5) social and emotional development. School readiness goals must, at a minimum, address these essential domains of development and early learning [§ 1307.3(b)(1)(ii)]. The five essential domains apply to infants, toddlers and preschool-aged children and are noted at the center of the Head Start Child Development and Early Learning Framework.

<http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/cdelf>

Our centers use Preschool First research-based, formative assessment resource combined with a curriculum framework of over 3,300 learning experiences that can enrich any early childhood program. Preschool First's online system connects developmental assessment to curriculum goals for infants, toddlers, and preschoolers. Staff can easily create meaningful progress reports that document developmental outcomes. Online standards integrate with activities, helping children meet desired results. Each week, teachers use Preschool First to document observations of children related to these developmental areas. Those observations are integrated into curriculum planning, and eventually used for child assessment and progress reporting.

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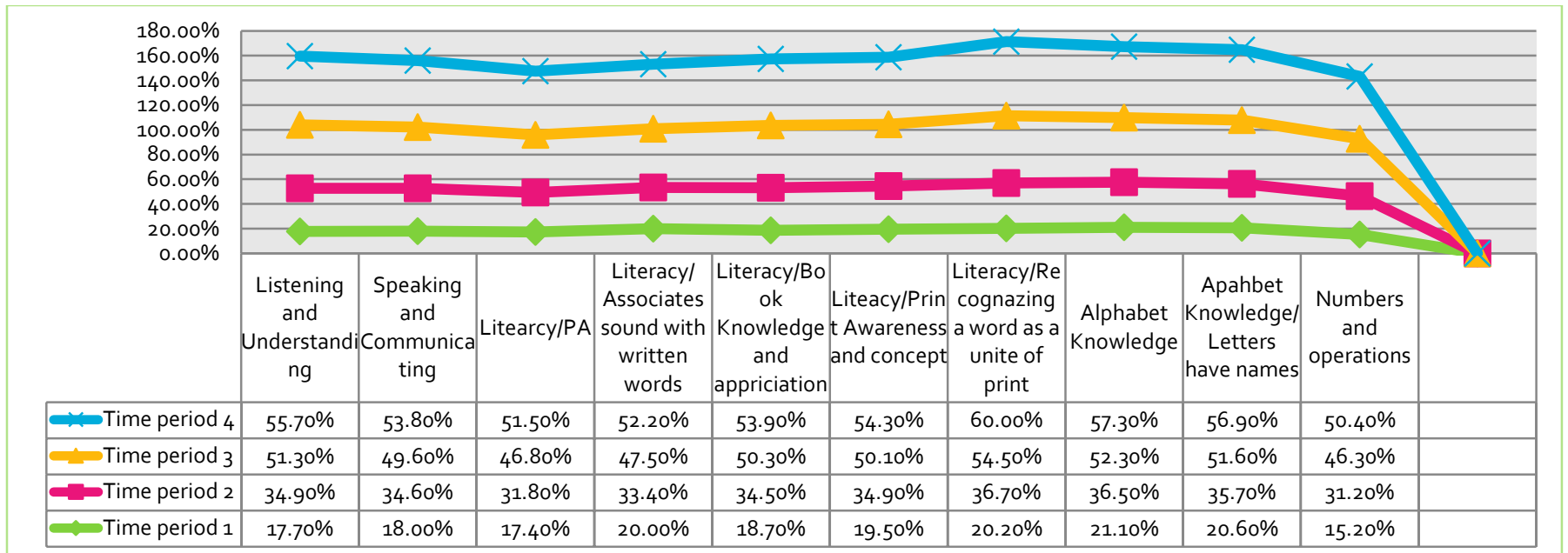
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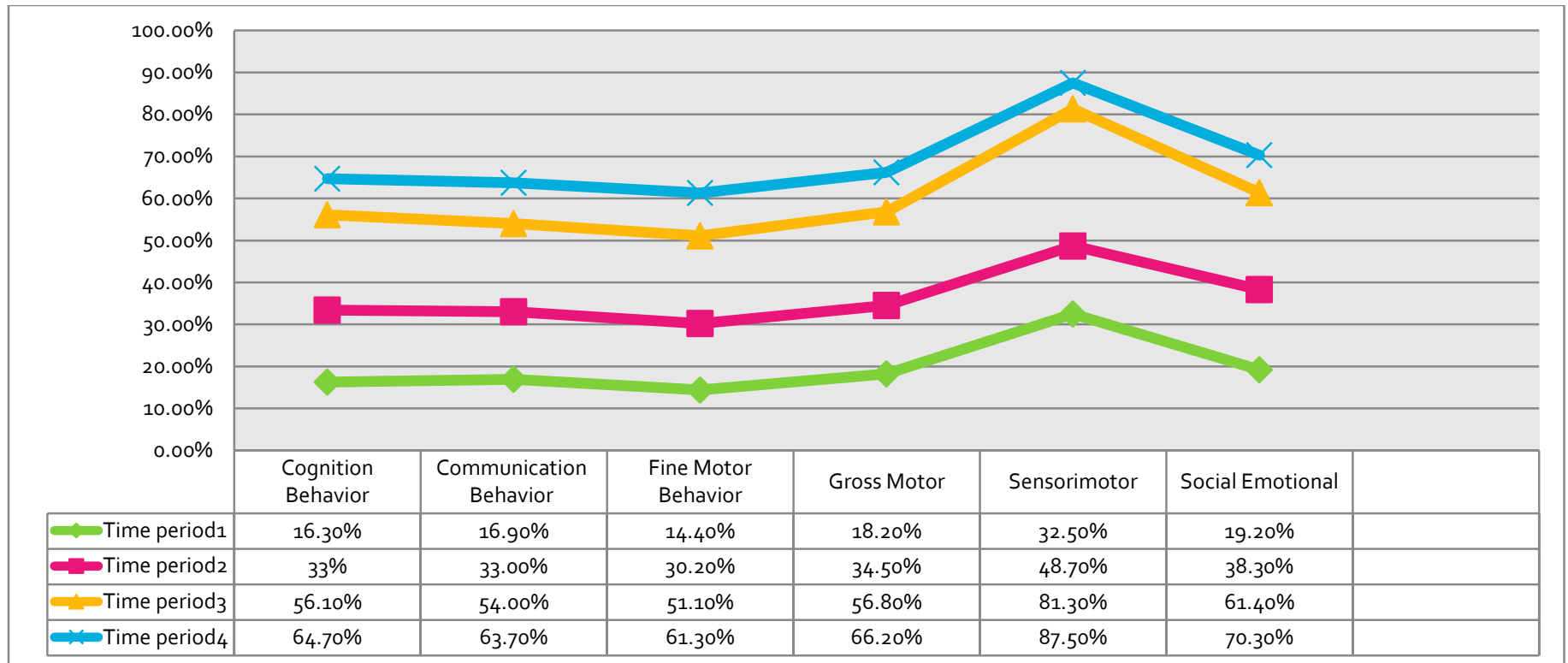
The cornerstone of the Center-based classroom program is Choice Time, in which children are free to choose from a variety of “interest centers” in the classroom. Teachers’ interactions with children in the interest areas and the small-group activities they often facilitate at this time are designed to support children’s interests, strengths and needs.

With the exception of the five Bonham Pre-K head start classrooms, our centers also use Scholastic Big day for Pre K. This is a comprehensive curriculum that embraces children’s natural curiosity and builds the foundations for success in school and life. It is organized around “Big Experiences” that engage children and integrate all learning domains, including social-emotional, academic and physical development. Scholastic curriculum provides opportunities for meaningful conversations, literacy, innovative technology, and equity in English and Spanish.

Bonham Pre-K had adopted the OWL (Opening the World of Learning) curriculum. *Opening the World of Learning* is a comprehensive curriculum that covers all domains of early learning. The content of each unit is built around a carefully crafted daily routine within an activity-center day. Themes, skills, and concepts are developed through quality children's fiction and nonfiction trade books. The consistent format and features in every unit makes it easy for teachers to use and children to learn.

- ◆ Social/Emotional Development: Sense of Self , Responsibility for Self and Others, Social Skills
- ◆ Physical Development: Gross Motor, Fine Motor
- ◆ Cognitive Development: Learning and Problem Solving, Logical Thinking, Representation and Symbolic
- ◆ Thinking Language Development: Listening and Speaking, Reading and Writing





Quality Assurance Systems

➤ CLASS Head Start Monitoring Tool

The Classroom Assessment Scoring System (CLASS™) is used as an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS™ includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions which capture more specific details about teachers' interactions with children.

The CLASS™ dimensions are based on developmental theory and research suggesting that interactions between children and adults are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms.

Emotional Support Dimensions:

Positive Climate Domain

Eight of the Head Start classrooms observed scored above the national average in this dimension. Two of the classrooms observed scored below the national average but above the minimum average in this dimension.

Teacher Sensitivity Domain

Six of the Head Start classrooms observed scored above the national average in this dimension. Four of the classrooms observed scored below the national average but above the minimum average in this dimension.

Regard for Student Perspective Domain

Seven of the Head Start classrooms observed scored above the national average in this dimension. Three of the classrooms observed scored below the national average but above the minimum average in this dimension.

Negative Climate

All ten of the Head Start classrooms observed scored about the national average in this dimension.

Classroom Organization Dimensions:

Behavior Management Domain

Seven of the Head Start classrooms observed scored above the national average in this dimension. Three of the classrooms observed scored below the national average but above the minimum average in this dimension.

Productivity Domain

Five of the Head Start classrooms observed scored above the national average in this dimension. Five of the classrooms observed scored below the national average but above the minimum average in this dimension.

Instructional Learning Formats Domain

Five of the Head Start classrooms observed scored above the national average in this dimension. Five of the classrooms observed scored below the national average but above the minimum average in this dimension.

Instructional Support Dimensions: (This area tends to be the most difficult for teachers nationwide)

Language Modeling Domain

Six of the Head Start classrooms observed scored above the national average in this dimension. Four of the Head Start classrooms observed scored below the national average but about the minimum average in this dimension.

Quality of Feedback Domain

Seven of the Head Start classrooms observed scored above the national average in this dimension. Three of the Head Start classrooms observed scored below the national average but about the minimum average in this dimension.

Concept Development Domain

All of the Head Start classrooms observed scored above the national average in this dimension.

ITERS Infant Toddler Environment Rating Scale

Early Head Start Monitoring Tool

The ITERS-R retains the original broad definition of environment including organization of space, interaction, activities, schedule, and provisions for parents and staff. The 39 items are organized into seven subscales: Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, and Parents and Staff.

This scale is designed to assess programs for children from birth to 30 months of age, the age group that is most vulnerable physically, mentally, and emotionally. Therefore, the ITERS-R contains

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items to assess provision in the environment for the protection of children's health and safety, appropriate stimulation through language and activities, and warm, supportive interaction.

For the purpose of self-assessment ITERS-R was used at all 7 Early Head Start sites to observe 23 classrooms in the following sub scales: Space/Furnishings, Personal Care Routines, and Listening/Talking, Activities, Interaction, and Program structure. The ITERS-R scale has indicators that are numbered from 1-7 as 1 being inadequate and 7 being excellent. The program scores were in the range from 3.7-6.65

Program Strength

- 1. Head Start Policy Council** governs the program 100% of Policy Council members are former and current parents:
 - Program expanded services to families, including number of hours of programming each day, number of days each year, and number of slots available to children zero-to-three
 - Increased the number of qualified staff from below standard to well-exceeding Head Start requirements
 - Established Strong Monitoring Systems
 - Had a positive, demonstrated impact on child outcomes at the classroom level
 - Improved and renovated program facilities
- 2. Comprehensive Monitoring Systems**
- 3. Comprehensive management systems**
- 4. Research based curriculum and assessment**

Together-Building the future



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