



TERRELL INDEPENDENT SCHOOL DISTRICT HEAD START PROGRAM

2010-2011 Annual Report



“Ensuring That Our Youngest Learners Have a Solid Foundation for Life”

*Terrell ISD Head Start
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Terrell Independent School District **Mission Statement**

The mission of the Terrell Independent School District, a community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.



Letter from Superintendent

As a strong supporter of the Terrell Head Start program, I am extremely enthused with our staff's dedication and focus on students and parents. The Head Start Policy Council has worked closely with the Terrell ISD Board of Trustees and Administration to provide outstanding educational programs for our students and community.

I encourage you to become involved and volunteer in a district where parents, business, community and educators all work together in pursuing the best future possible for your student. Your support is important to us and greatly appreciated.

Sincerely,

Kelly Rodgers
Superintendent of Schools



TERRELL INDEPENDENT SCHOOL DISTRICT HEAD START

Mission Statement

It is our mission to provide high quality services that make a positive difference in the lives of young children and their families. The Terrell Independent School District Head Start Program is committed to proactive partnering and impacting our community, meeting the comprehensive needs of those we serve, providing unique professional and personal development opportunities for staff, parents and other adult learners to ensure that every child and family enrolled is prepared to become lifelong learners.

Vision Statement

It is the belief of the Terrell Independent School District Head Start Program that every member of our society has value, unique abilities, varying life goals and a desire to enhance their quality of life. It is the desire of the Terrell ISD Head Start Program to build on the above individual qualities to assist our families in living responsible, productive lives.

"Changing Lives, Changing the Future"





Head Start Core Values*

Quality: Striving to consistently provide the highest level of services to children and families. Head Start leadership seeks to create a dynamic and cohesive environment that fosters commitment and supports continuous improvement. To effectively accomplish its goals, Head Start respects, values, and uses the contributions of each child, family, and staff member, and, respects and values, the time, effort, and resources that the community provides.

Inclusion: Building a community where each child and adult is treated as an individual while maintaining a sense of belonging to the group. An inclusive community values, respects and responds to diversity in culture, ethnicity, language, and ability.

Empowerment: Believing that people can identify their own needs and interests and are capable of finding solutions and making changes. Head Start offers opportunities and support for growth and change.

Collaboration: Building relationships among children, families, staff, and the larger community. A network of community agencies and informal networks in partnership with one another serving families. Head Start does not act alone, but it is a key player in a community of providers.

Learning: Creating for children, parents, and staff, a culturally sensitive environment in which enhancing awareness, refining skills and understanding are valued and promoted. Children, parents, and staff can teach and learn from one another.

Advocacy: Reaffirming that personal responsibility is critical to change, while acknowledging that social and economic factors negatively affect the lives and promise of children and families. Change occurs at individual and systems level and addresses both the symptoms and underlying causes.

Wellness: Embracing a comprehensive vision of health for children, families, and staff that assure basic health needs are met; encourages practices that prevent future illness or injury; and promotes positive, cultural relevant health behaviors that enhance lifelong well-being.

Nurturing: Supporting the physical, social, emotional, and cognitive development of each child in the context of the child's family and culture. Development is supported through nurturing relationships among staff, parents, and children.

Diversity: Recognizing and embracing the idea that all members of the Head Start community, children, families, and staff have roots in many cultures. Head Start families and staff, working together as a team, effectively transform negative responses to promote respectful, sensitive, and proactive approaches to diversity issues within their programs.

Continuity: Creating a continuum of care, education, and services to provide stable, uninterrupted support to families and children during the early childhood period beginning with birth through age eight.

Public Report

Terrell Independent School District Head Start is a federally funded program that provides comprehensive services for children and families of Kaufman County living within the Terrell ISD Service area.

Children are provided a caring, accepting environment, a complete developmental screening, great educational experiences, and help transition into Kindergarten.

For parents, we offer a sense of belonging and support, an opportunity to learn more about child development and education of young children, a chance to actively participate in their child's education, and an opportunity to contribute to the program and build skills and confidence.

Terrell ISD Head Start is governed by a Board of Directors whose members are elected city officials. Dena Risinger currently serves as chair. The Policy Council, which is made up of parents of currently enrolled children, community members, and former parents, is also responsible for the direction of our Head Start program. Angela Emory serves as chair for the Policy Council.

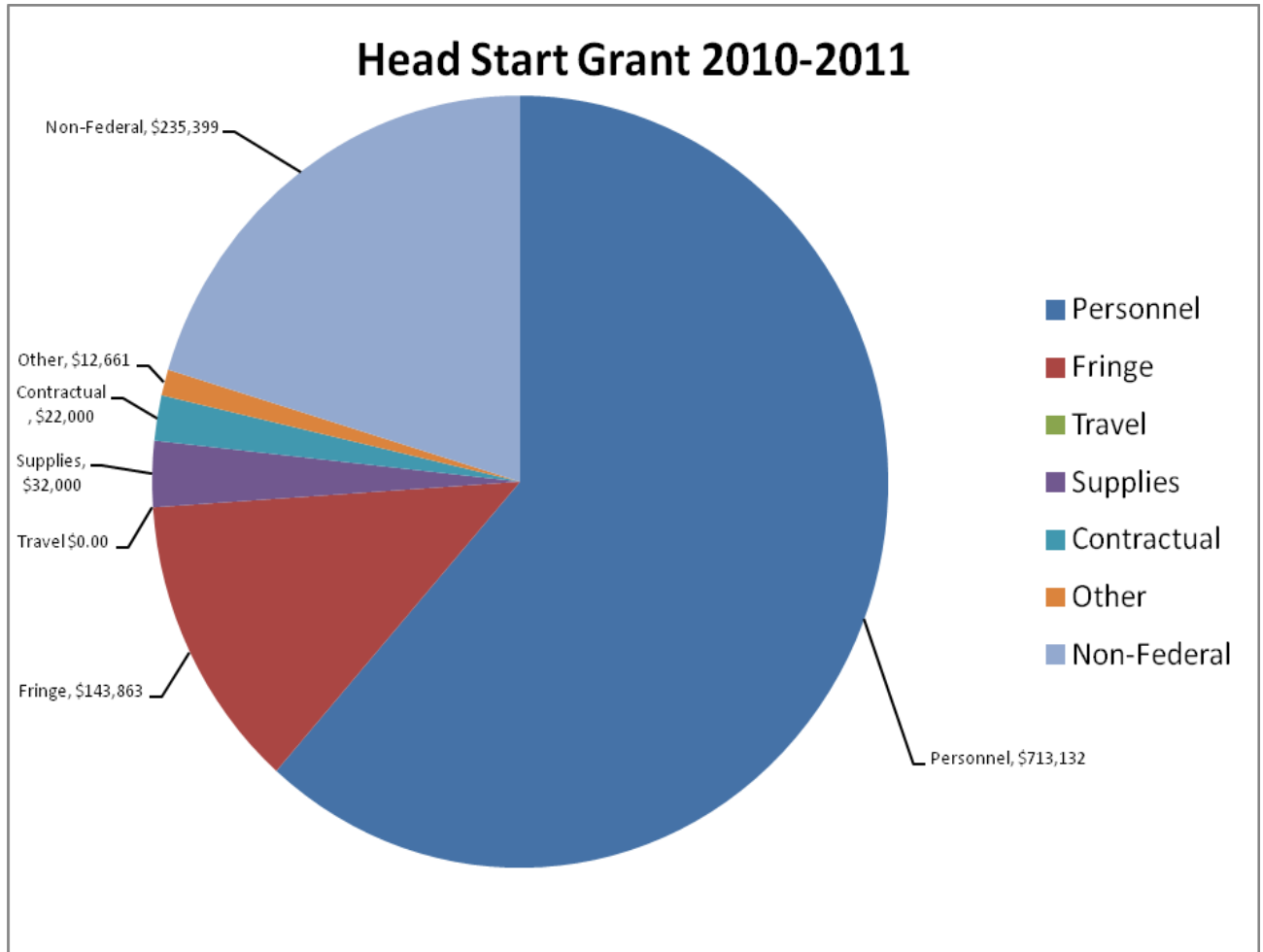
Terrell ISD Head Start has been a major player in providing services to children and families since 1965.

- **Total amount of public and private funds received and amount from each source**

Sources of Revenue	2010/2011
<i>Program Operations</i>	<i>\$ 923,656</i>
<i>Training and Technical Assistance</i>	<i>\$ 17,936</i>
<i>Sub-total (Federal Share)</i>	<i>\$ 941,592</i>
<i>Non-Federal Share</i>	<i>\$ 235,399</i>
<i>Total</i>	<i>\$ 1,176,991</i>

- **Explanation of budgetary expenditures**

Terrell ISD Head Start Grant 2010-2011



- **Proposed budget for fiscal year 2010-2011**

Personnel (Salaries).....	\$713,132
Personnel (Fringe).....	\$143,863
Travel.....	\$0.00
Supplies.....	\$32,000
Contractual.....	\$22,000
Other.....	\$12,661
TTA.....	\$17,936
Non-Federal Share.....	\$235,399
Total Budget.....	\$1,176,991

- **Results of most recent On-Site Triennial Review**

The most recent Triennial On-Site Review was conducted April 3-8, 2011.

Areas of Strength:

The grantee established community partnerships, used the services of its Mental Health Coordinator, and offered quality bilingual services. The program benefited from its collaboration with local/community-based agencies, including the Terrell Independent School District. The district provides Special Education services for children with disabilities, a Mental Health Consultant, and other supports. There were numerous Interagency Agreements with community agencies, including Maximus, for educational materials; Share Center, for a food bank; Presbyterian Hospital, for in-kind; Peterman Transportation Services, for transportation of children; Workforce Solutions for North Central Texas, for parent training; Kaufman County CSCD, for support services; Renaissance Hospital-Terrell, for facilities; Colonial Lodge Assisted Living, for facilities; a dentist, for dental services; Trinity Valley Community College, for adult English as a Second Language (ESL) education; a dietitian, for Nutrition services; a physician, for medical services to children and families; and the Texas A and M Agrilife Extension Service, for Nutrition.

The grantee had a certified, full-time Mental Health Coordinator to provide monthly mental health lessons in each of the Head Start classrooms. She provided on-site knowledge and modeling to teaching staff and was available to parents and staff at all times. Her participation as part of the teaching group reflected an innovative program design able to be duplicated in other programs. In addition, certified mental health professions provided consultation to the program. The consultants were members of the Terrell Independent School District's Special Education program, which supported collaboration with local/community-based services.

The grantee's Bilingual Education program had a goal to enable limited-English-proficient children to become competent in understanding, speaking, reading, and writing the English language by developing literacy and academic skills in both their primary language-Spanish-and English. Teaching staff used the students' home language as the foundation for second language acquisition based on research indicating cognitive skills transferred from one language to another, and Spanish-speaking children learning English as a second language received instruction in a manner they understood, commensurate with their language proficiency in English and Spanish. Children's current strengths and skills in Spanish served as the starting point for new experiences and instruction. The process of language transfer with literacy-based ESL and oral language, beginning in pre-kindergarten, required using what children already knew and

understood about literacy in their primary language and ensuring the knowledge was used to help them gain English language and literacy skills.

Several instructional strategies were used to help the children learn English. The grantee provided an environment sensitive to cultural, language, and learning differences among all children's linguistic and cultural backgrounds alongside rich English-language print resources. Instruction was presented explicitly through modeling, systematically with scaffolding and interactively by providing cognitive challenges. Teaching strategies made use of incidental learning opportunities-natural course, motivation, novelty-and made a connection between the children's home lives and school. Instruction was based on knowledge of the stages of language development, with emphasis on oral language and vocabulary development. Finally, instruction provided multiple opportunities for children to respond, with immediate corrective feedback, appropriate pacing, and ongoing progress monitoring.

Area of Noncompliance

Head Start Act Sec. 642(c)(1)(E)(iv)(II) Powers and Functions of Head Start Agencies

(c) Program Governance – Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance, for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation. Such structure shall include the following:

(1) Governing Body-

(E) Responsibilities – The governing body shall-

(iv) Be responsible for other activities, including –

(II) establishing procedures and criteria for recruitment, selection, and enrollment of children;

The grantee did not ensure the governing body established procedures and criteria for the recruitment, selection, and enrollment of children. A review of the Terrell Independent School Board's monthly meeting minutes from 2009 through 2011 found no evidence procedures and criteria for the recruitment, selection, and enrollment of children were approved. The meeting minutes indicated criteria for recruitment, selection and enrollment were presented to the Board; however, there was no record approval action was taken. In interviews, the Head Start Director and Head Start Quality Assurance Coordinator confirmed the School Board minutes lacked documentation of approval of the recruitment, selection, and enrollment criteria, and items were presented to and discussed with the governing body but were not voted on for approval.

The grantee did not ensure the governing body established procedures and criteria for the recruitment, selection, and enrollment of children; therefore, it was not in compliance with the regulation.

- ***Results from most recent Financial Audit***

The Annual 2009-2010 Financial and Compliance Audit for Terrell ISD was conducted by an independent certified public accountant, and presented to the the School Board. For Fiscal Year beginning September 1, 2009- August 31, 2010, there were no findings related to the Head Start Program.

- ***Total number of children and families served average monthly enrollment as a percentage of funded enrollment, % of eligible children served.***

Month	Enrollment	10% Enrollment With Disabilities	Percentage of funded Enrollment
<i>August</i>	149	15	100%
<i>September</i>	149	14	100%
<i>October</i>	149	12	100%
<i>November</i>	149	12	100%
<i>December</i>	149	13	100%
<i>January</i>	149	15	100%
<i>February</i>	149	15	100%
<i>March</i>	149	15	100%
<i>April</i>	149	15	100%
<i>May</i>	149	15	100%

Terrell ISD Head Start Program was fully enrolled on the first day of school and maintained enrollment by utilizing a waiting list throughout the school year. Based on Performance Standard 1305.7(b), the program does have the option not enroll children 60 days before the end of the program year. This option is based on difficulties in coordinating all the required services for the children and their families.

- ***Percentage of enrolled children with disabilities***

TISD reserves 10% of enrollment slots for children with disabilities. 19 Children with diagnosed disabilities were served during the 2010/2011 school year.

- ***Percentage of enrolled children that received medical and dental exams***

Head Start places significant emphasis in the overall health of children. A comprehensive health history is compiled on each child based on a physical examination and screenings.

The Terrell ISD Head Start program receives an array of health services. For the 2010-2011 school year, 97% of enrolled children received physical examinations. Of that number, 0 needed medical treatment. 97% of enrolled children completed a dental examination, with 42% needing dental treatment. The percentage of children that received dental treatment is 100%. Children who did not receive health services left the program before services were delivered.

- **Information about parental involvement activities**

Terrell ISD Head Start recognizes that the parent is the child's first and most important teacher. Families are offered many opportunities and support services to identify strengths and goals, learn about and participate in the development of their children, advocate in their communities, and access community resources.

Families set goals for their children and also work with Case Managers to set goals for themselves and their families. This collaboration is called a Family Partnership Agreement. Families build on their strengths to accomplish these goals they have set for themselves. Case Managers provide information about resources and services to support parents in this process. 100% of the TISD Head Start families completed a Family Partnership Agreement

Parents are always welcome in the classroom to help with activities, plan classroom curriculums, and share their interest, hobbies or cultures. Parents also help in the decision making and design of the program by serving on Policy Council, and Parent Committee.

Trainings are also provided on topics requested by families or that pertain to education, literacy, budgeting, nutrition and parenting. Below is a list of trainings offered during the school year by the Head Start Program and the ISD:

- *Volunteer Training*
- *Bus Safety*
- *Child Abuse and Neglect*
- *Nutrition Workshop*
- *Domestic Violence.*
- *Oral Health, Prevention and Intervention*
- *Lead Prevention Awareness*
- *Drug Abuse*
- *Transition Into Kindergarten*

Family Involvement Activities include:

- ✚ *Beginning of the year- Parent Orientation*
- ✚ *Policy Council*
- ✚ *Parent Committee Meetings*
- ✚ *Grandparents Day*
- ✚ *Fall Festival*
- ✚ *Turkey Day*
- ✚ *Martin Luther King Parade*
- ✚ *Week of the Young Child*
- ✚ *Cinco de Mayo*
- ✚ *Literacy Night- the family is invited to participate in age-appropriate literacy activities with their children*
- ✚ *Family Day*
- ✚ *Field Trips*
- ✚ *Visits to Dentist/Doctor*

- *The agency's efforts to prepare children for kindergarten*

Terrell ISD Head Start Program provides every child with a comprehensive educational program which occurs in a rich learning environment. Throughout the year children are engaged in the National Head Start S.T.E.P, the Frog Street Pre-K Curriculum and ATI-Galileo Pre K Online Assessment Tool which aligns with the Head Start Child Development Early Learning Framework of (2011) and the Texas Pre-Kindergarten guidelines (2008).

The National S.T.E.P portfolio is used to collect child initiated skills and progression data. Assessments are gathered three times a year in areas of alphabet knowledge, journals, anecdotal notes, writing samples, print/book awareness and portraits to show a child's progress throughout the year.

The Frog Street Pre-K curriculum is research-based and provides comprehensive instructions in all domains as well as providing equality materials and instructions in English and Spanish. Frog Streets ignites developmentally age- appropriate learning activities and interconnect Conscious Discipline social and emotional development activities and growth.

The Terrell ISD Head Start program uses the Galileo Pre-K Online Assessment Tool because it provides measurable, reliable and accessible information to parents. It is uniquely designed to support systemic implementation of integrated assessment, curriculum and reporting systems that links assessment planning and individualization for each child. Since 1987, Galileo Pre-K has been successfully implemented in support of Head Start, public-school preschool, and proprietary early childhood programs efforts in achieving these fundamental goals.

Twice a year, teachers and parents meet during home visits and parent/teacher conferences to exchange valuable information about their child's educational experiences and goals. During these visits and conferences, teachers also share

activities, goals, test results and/or information that can be helpful as parents work with their children at home. The Terrell ISD Head Start program recognizes that parents are the child's primary and most important teacher.

Head Start Teachers, and Management Staff work collaboratively with Kindergarten Teachers and Parents to create a smooth transition into Kindergarten. Kindergarten teachers and Head Start teachers attend a spring parent committee meeting to provide information about transitioning and, so preparation and preceding questions can be addressed collectively and individually.

*Policy Council Approved: October 23, 2010
Updated: October 2011*

