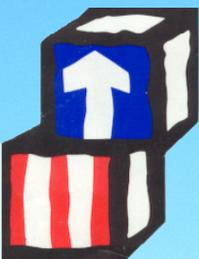


HEAD START BIRTH TO FIVE

ANNUAL REPORT 2019 - 2020



COMMUNITY ACTION CORPORATION OF SOUTH TEXAS



COMMUNITY ACTION CORPORATION OF SOUTH TEXAS

HISTORY

Incorporated in 1971, Community Action Corporation of South Texas (CACOST) is a private 501(c)(3) nonprofit corporation with 49 years of progressive experience providing high quality services to south Texans. As one of the largest and leading multi-service Community Action Agencies (CAA) in Texas, CACOST provides services across a 16-county service area that stretches over 18,000 square miles.

MISSION

Our mission is to continuously improve the lives of South Texans by providing high quality health care, education, housing and economic opportunities to reduce poverty through services and partnerships.

VISION

We envision a vibrant community where everyone has access to quality health care, education, housing and employment.

SERVICE DIVISIONS

CACOST provides services across 5 divisions to include: Community Services, Early Childhood Intervention, Energy Services, Federally Qualified Health Centers, and Head Start Birth to Five.

CORE VALUES

Our commitment to the values that guide our decisions and our behaviors.



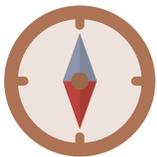
ACCOUNTABILITY

A COMMITMENT to accept our individual and team responsibilities and meet our commitments.



EXCELLENCE

A COMMITMENT to achieve a workplace where problem-solving, teamwork and leadership result in the ongoing improvement of the agency which allows us to provide a quality of service that surpasses ordinary standards.



INTEGRITY

A COMMITMENT to practice the highest ethical standards by being honest and doing what is right.



QUALITY SERVICE

A COMMITMENT to serve our community needs and interests through exceptional services and partnerships.



TEAMWORK

A COMMITMENT to collaborate through the exchange of ideas and multiple skill sets in order to achieve the agency's mission.

MESSAGE FROM THE DIRECTOR



As the Director of Head Start, it is with great pleasure that I share with you our Annual Report for 2019-2020. As I reflect back on the year, it is hard not to focus on these last few months of changes that have greatly impacted the lives of the children and families we serve as well as our staff and their families. The COVID-19 pandemic has reshaped the world in which we live, learn, work, and play. Yet as I look back, the word that comes to mind is resilience- the ability to adapt to adversity or a stressful life event. As difficult and challenging as these times have been, our communities and the people living in them have adapted and met the challenges head-on. Working together, staff, ISD partners, community organizations, and parents/family members have successfully ensured that children and families receive the support they need.

However, this school year hasn't just been about the pandemic. Prior to closing schools, staff were in the classroom daily working with children to help them meet their developmental needs. We saw parents, a child's first and most important teacher, volunteering in the classroom, engaging in activities with their child, and taking advantage of educational opportunities. The fruits of their combined labor can be seen not only in assessment scores, but in the smiling faces of children who are mastering new skills.

Throughout the entire year, we saw parents/family members provide feedback on the program and engage in leadership through surveys, parent committee meetings, and Policy Council.

Additionally, our Board of Directors continued to provide ongoing leadership and strategic direction. I want to thank all the staff, teachers, collaborative partners, parents, family members, Policy Council and Board members for all your continued support and efforts throughout the year. The collaborative nature of our team, made up of families and staff, is what continues to be the foundation of the children's success through their development stages.

A handwritten signature in black ink that reads "Elena Esquivel". The signature is fluid and cursive.

Elena Esquivel
Head Start Director
Community Action Corporation of South Texas

Statement on COVID-19 Pandemic



On March 19, 2020, Governor Greg Abbott signed an executive order temporarily closing all schools and issued a 'stay at home' order that only allowed essential services and activities to be conducted due to the worldwide COVID-19 pandemic. As a result of this order, all of CACOST's centers closed for in-person learning and activities. Schools/centers remained closed for the rest of the school year and created challenges for teachers, children, and their families. Program administration and staff worked as quickly as possible to help meet the needs of children and their families, however, we acknowledge that this was a challenging time for everyone.

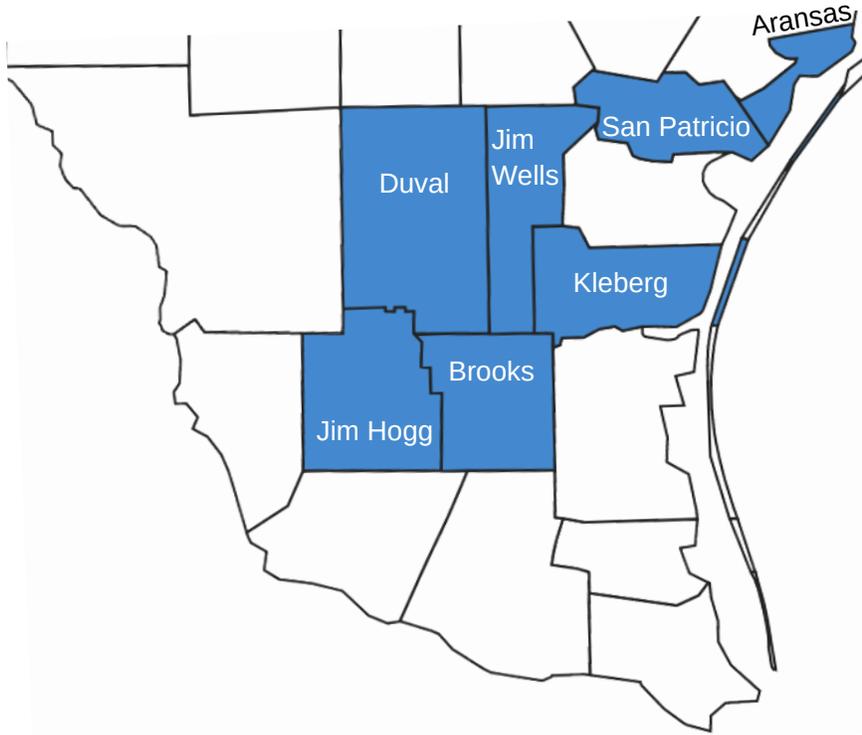
In order to continue meeting the developmental needs of the children, amidst the sudden school closures, CACOST's Head Start Birth to Five Program worked quickly to implement virtual learning opportunities for the children. Teachers worked to adapt their curriculum in ways that would allow for parent and child engagement. Using the Remind app, parents were sent assignments and links to curriculum instruction which included instructional videos, digital read alouds, and digital lessons provided by the curriculum developers. The Head Start Program not only worked hard to continue meeting the needs of the children but also continued to provide supportive services to families through virtual means. Parenting sessions were able to be conducted virtually, and Family Advocates conducted virtual/phone meetings with families and provided resources to local services as appropriate. Additionally, Early Head Start and local school districts made accommodations to provide 'grab and go' meals to the children, depending on age. Although the pandemic had an effect on all Head Start operations, services were adapted so that the developmental needs of the children and needs of the families could be prioritized during this time.





HEAD START BIRTH TO FIVE

Overview



The Head Start Birth to Five Program promotes the school readiness of children from eligible families by providing a comprehensive program that addresses their cognitive, nutritional, health, social, and emotional needs.

CACOST's program is a combination of Early Head Start (EHS) funding which serves pregnant women, infants, toddlers, and their families and Head Start (HS) funding which serves preschool aged children (ages 3-5) and their families. The program furnishes a learning environment that supports children's growth in literacy, language, mathematics, science, social, and emotional development.

CACOST emphasizes the parent's role as the child's first and most important teacher and builds strong relationships with the child's parents and family to increase the child's chances for success.

FACTS:

\$13,861,409

Federal Funding

1,361

Total Funded Enrollment

1,814

Total Enrolled

1,566

Families Served

100%

Average Monthly Enrollment

27.4%

% of Eligible Children Served

1,826

Volunteers

85.8%

Volunteers: Former or Current Head Start (0-5) Parents

ENROLLMENT

377

Infants & Toddlers: 0-3 (EHS)

1,353

Children: Ages 3-5 (HS)

84

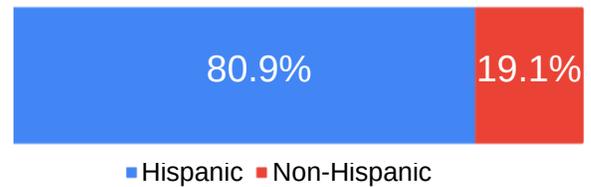
Pregnant Women



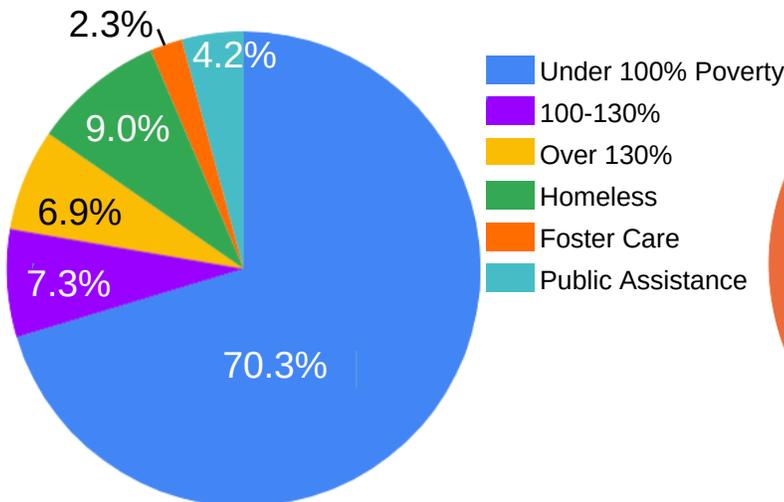
Primary Language at Home



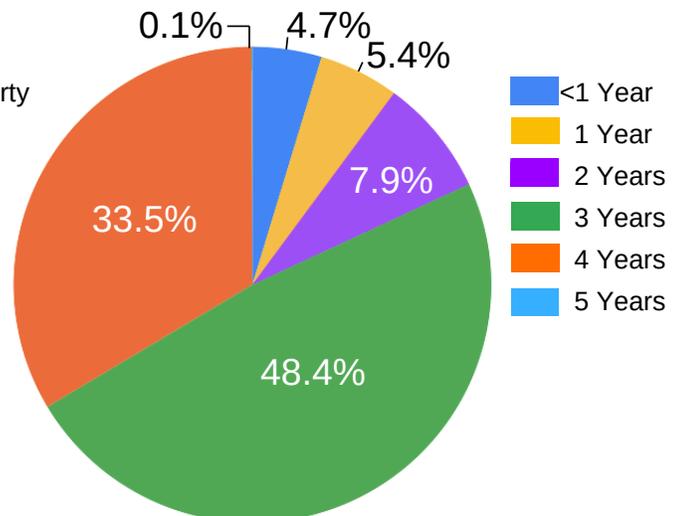
Ethnicity



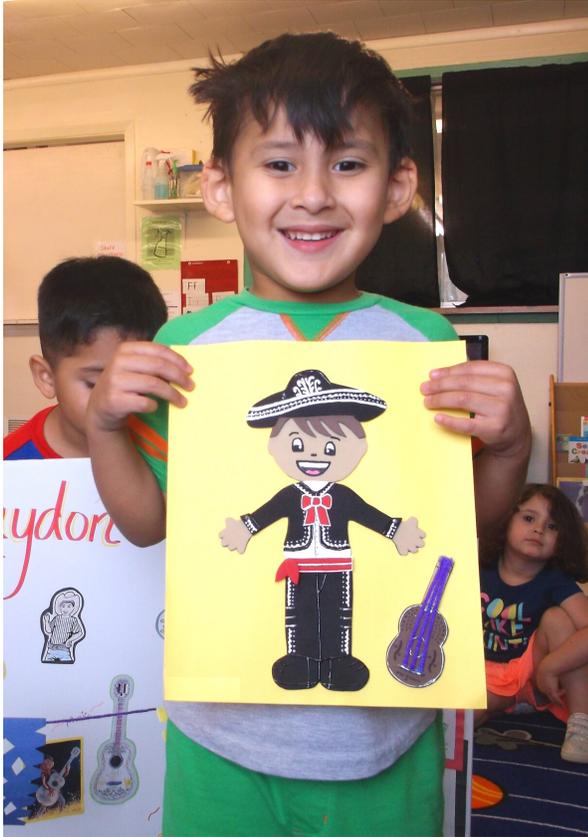
Type of Eligibility



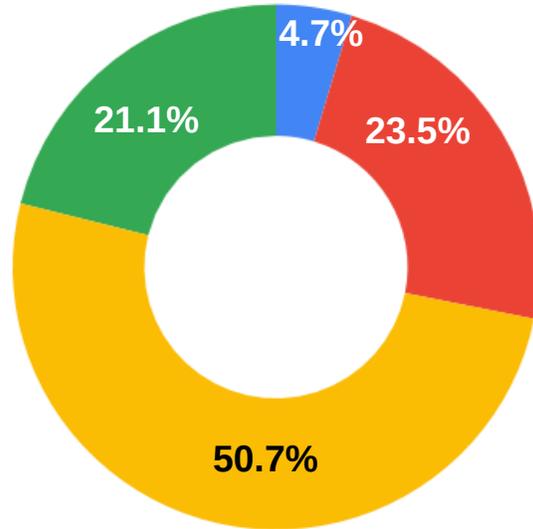
Children by Age (at time of enrollment)



FAMILY DEMOGRAPHICS



Highest Level of Parent Education
(time of enrollment)



- Advanced degree or baccalaureate degree
- Associate degree, vocational school or some college
- High school graduate or GED
- Less than high school graduate

Families Currently Employed or Enrolled in School (time of enrollment)

Two-Parent Families 32%

Employed

- Both Parents/guardians are employed 48%
- One parent/guardian is employed 37%
- Both parents/guardians are not working (i.e. unemployed, retired, or disabled) 15%

Job Training or School

- Both parents/guardians are in job training or school 1%
- One parent/guardian is in job training or school 8%
- Neither parent/guardian is in job training or school 91%

Single-Parent Families 68%

Employed

- The parent/guardian is employed 58%
- The parent/guardian is not working (i.e. unemployed, retired, or disabled) 42%

Job Training or School

- The parent/guardian is in job training or school 8%
- The parent/guardian is not in job training or school 92%

INDEPENDENT SCHOOL DISTRICT (ISD)

PARTNERSHIPS

(End of 2019-2020 school year)

Head Start Partnerships	Facility	Number of Classrooms	Number of Children Enrolled
Alice ISD	Mary R. Garcia Learning Center	2	36
Aransas County ISD	Live Oak Learning Center	2	40
Brooks County ISD	Lasater Pre-K Academy	4	72
Freer ISD	Norman Thomas Learning Center	4	68
Kingsville ISD	Alice G. K. Kleberg Learning Center	2	37
	Jesus R. Perez	2	34
Premont ISD	Premont Early College Academy	4	74
San Diego ISD	San Diego Annex Learning Center	4	68

HEALTH AND WELL-BEING



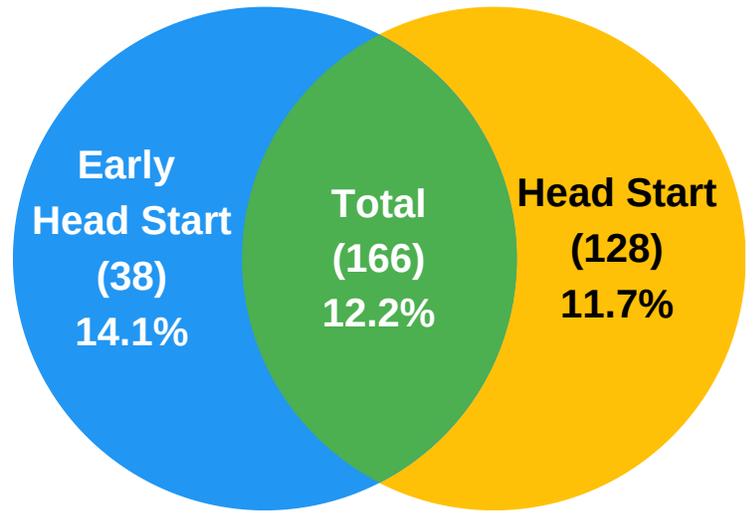
All children receive health and development screenings, time for physical activity, nutritious meals, oral health and mental health support. Health services include hearing and vision screenings, monitoring of height and weight, and ensuring all children are up to date on their well-child health and oral health schedule. For children identified with a disability, the program coordinates in-class strategies and referrals to Early Childhood Intervention (ECI) or the local education agency (LEA) to ensure children and their families receive appropriate and timely services to help meet their child’s developmental needs. If mental health services are needed, a mental health professional is available to help staff and families by providing assessments, consultations, and information on effective behavioral strategies for implementation in the classroom and at home. To help meet the nutritional needs of the children, the program provides dietitian approved nutritious meals and snacks.

At the end of program participation, children with...

	EHS	HS
Healthcare		
<ul style="list-style-type: none"> Health insurance 	98%	97%
<ul style="list-style-type: none"> An ongoing source of continuous, accessible health care 	100%	100%
<ul style="list-style-type: none"> Up-to-date age-appropriate preventive and primary health care 	97%	82%
<ul style="list-style-type: none"> A diagnosis of a chronic medical condition (usually vision problems or asthma) who received treatment 	100%	100%
Dental		
<ul style="list-style-type: none"> Continuous, accessible dental care provided by a dentist 	98%	99%
<ul style="list-style-type: none"> Up-to-date age-appropriate preventative/primary oral health care or received preventative treatment 	79%	89%
Immunizations		
<ul style="list-style-type: none"> Up-to-date age-appropriate immunizations 	87%	88%

DISABILITIES

Identifying young children with unique developmental needs, ensuring children receive appropriate and timely services and helping families navigate eligibility guidelines is essential to the Head Start Birth to Five Program. The Office of Head Start requires 10% of the total funded enrollment must be children with special needs. CACOST exceeded this mandate in 2019-2020.

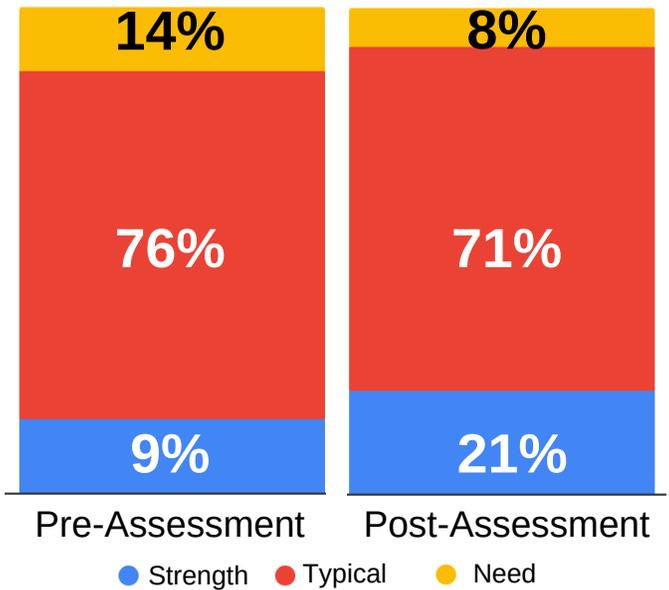


MENTAL HEALTH

The Devereaux Early Childhood Assessment Preschool Program, 2nd Edition (DECA-P2) is a strength-based assessment tool designed to promote resilience (being able to adapt and cope in difficult situations) in preschool aged children. The assessment measures at what level a child displays protective factors within their age range. Protective factors are traits that help people deal more effectively with stressful events and lessen or erase risk, thereby increasing the health and well-being of children and families. The protective factors measured include Initiative, Self-Regulation, and Attachment/Relationships.

Overall, for the 2019-2020 school year, preschool aged children had an increase of 12% in displaying strong protective factors from pre to post assessment.

Preschoolers Protective Factors (DECA-P2 Assessment for Preschoolers)



PARENT AND FAMILY INVOLVEMENT

As parents are the first and most important teacher for their child, the program supports and strengthens parent-child relationships and strives to engage families in their child's learning and development. Parents and family members are encouraged to volunteer in the classroom and attend program community engagement activities. Parents are also encouraged to be involved through parent committee meetings and Policy Council. The Policy Council is made up of 10 parent representatives and 5 community representatives elected by classroom families to participate in monthly meetings with program management. The Policy Council approves policies with all Head Start families in mind.

An alternate parent is elected to sit in if a representative is unable. A Policy Council member also serves on CACOST's Board of Directors.

Engaging fathers and male role models, whether they live with the child or not, contributes to the well-being of children and families. During the 2019-2020 school year, 155 fathers/father figures participated in engaging fathers in school readiness activities. One father completed all 10 Abriendo Puertas/Opening Doors sessions while another six attended at least one session.

CACOST's Head Start Birth to Five Program also assists families in determining their needs and supports them in achieving their own goals, such as continued education, steady employment, financial security, and housing stability. Throughout the year, families receive services and referrals to community resources for emergency crisis assistance, housing/utility assistance, mental health, ESL classes, GED classes, job training, child abuse, health/medical care, relationship/marriage education, parenting education, and asset building services.

Parent/Family Member Attendance

950

Meet the Teacher

865

Cultural activities

433

Open House

17

Family Connection sessions

810

Center-level parent committee meetings



ABRIENDO PUERTAS/OPENING DOORS

Abriendo Puertas/Opening Doors is a 10 session parenting curriculum that fosters school readiness, family well-being, and advocacy by addressing: early childhood development, literacy, numeracy, bilingualism, health, attendance, civic engagement, leadership, and goal setting for parents with children 0-5. During the 2019-2020 school year, parents and family members in Alice, Aransas Pass, Freer, Kingsville, Premont, and Sinton/Odem attended classes in English. In the spring, the curriculum was offered in Spanish in Rockport. Virtual sessions were offered in late April through mid May due to COVID-19.

31 Graduates
(completed all 10 sessions)

67 Additional adults attended
at least one class



TRANSITIONS

Transition activities are in place to help children and their families change between environments in the early childhood years such as going from home to EHS/HS classroom, a toddler to a preschool classroom, or preschool to kindergarten. Parents and staff from EHS, HS, Early Childhood Intervention (ECI- for young children with disabilities), local school districts, and/or other age appropriate child care settings work together throughout the transition process. Although no formal graduation celebrations were held this year due to the COVID-19 pandemic, 383 children received a Ready for Kindergarten Certificate and will be moving on to kindergarten in the next school year.

SCHOOL READINESS OUTCOMES

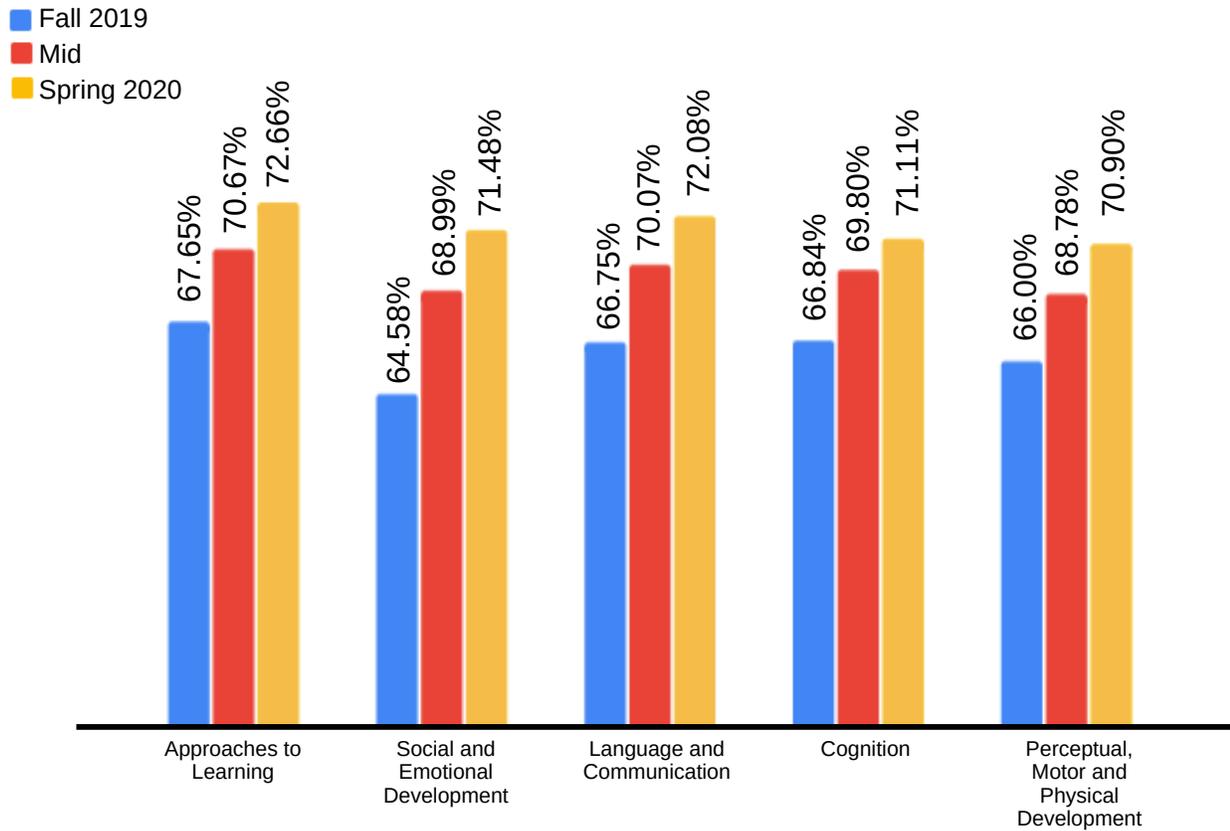
Children's school readiness is fostered through learning experiences that help children grow intellectually, socially, and emotionally. CACOST has shown progress in promoting school readiness through the implementation of research-based curricula and best practices across the content areas.

This year, all children were assessed using the Learning Accomplishment Profile: Birth to Kindergarten (LAP™ B-K), an online-based tool that allows for the ongoing tracking of a child's developmental progress while enabling teachers to meet a child's individual needs. The tool is based on age, with goals for 0-36 months (EHS) and 37-72 months (HS) and is completed on each child at the beginning (Fall), middle (Mid), and end (Spring) of each school year. The charts on the following page depict the average percent correct - the average of the number of items achieved by all children assessed for each goal.

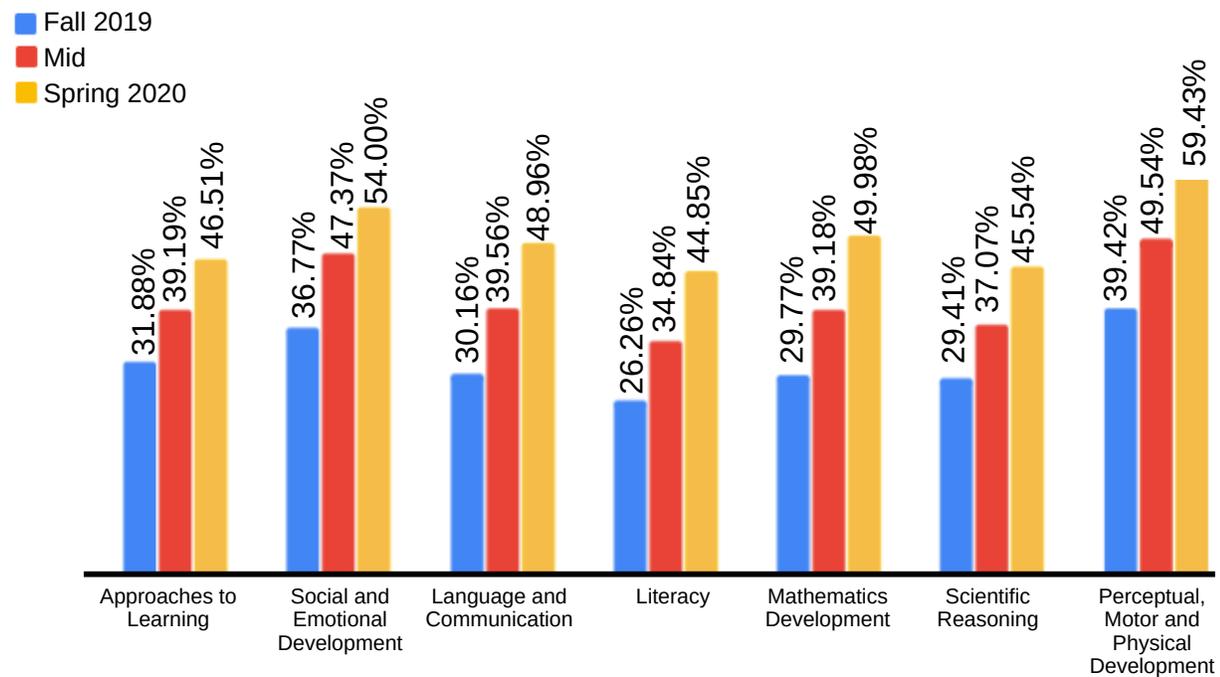


DEVELOPMENTAL PROGRESS BY AGE

Early Head Start: Birth to 36 Months



Head Start: 37 to 72 Months

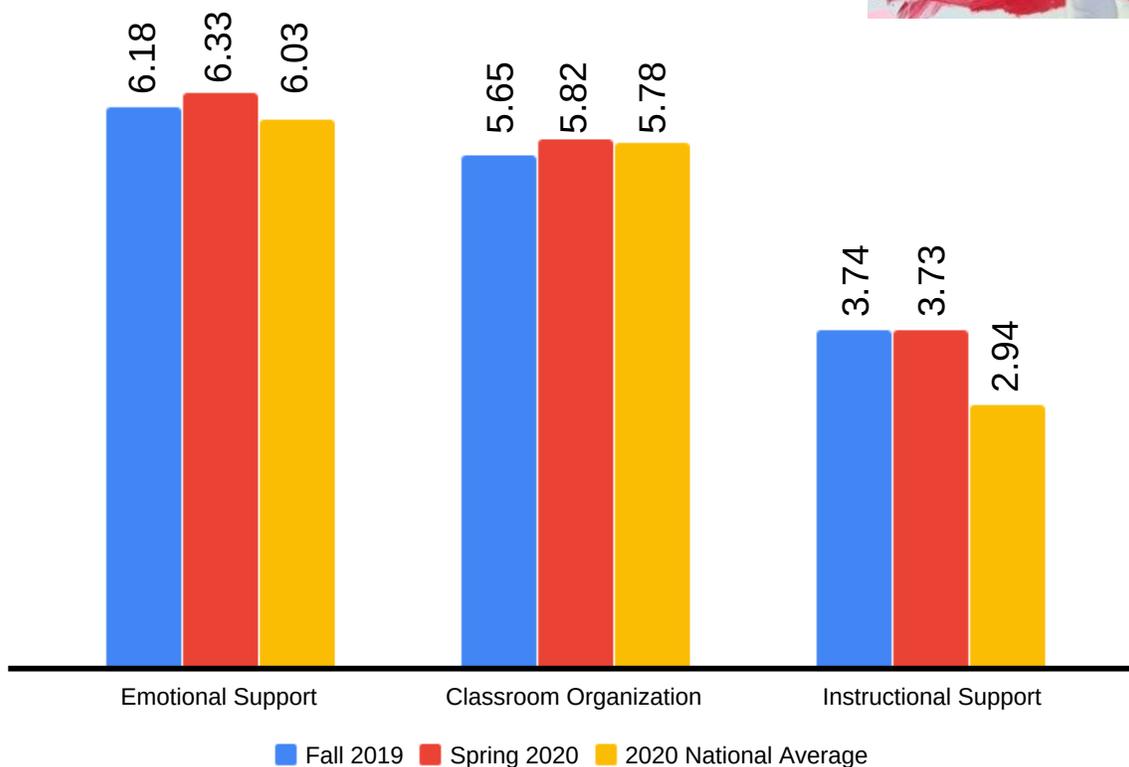


CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) SCORES

Teacher effectiveness is one of the most important factors impacting the quality of early education programs. The program uses the Classroom Assessment Scoring System (CLASS) tool to help ensure the highest quality of care in preschool classrooms to promote development, school readiness, and positive child outcomes. In the fall, CLASS observations were completed by Southern Methodist University; in the spring, observations were made by trained program staff. CLASS is an observation instrument that assesses interactions on a seven point scale (seven being the highest) between children and teachers in three broad domains: Emotional Support, Classroom Organization, and Instructional Support. Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through everyday interactions. Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time and attention in the classroom. Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.



CLASS Scores



CLASS SCORE DIMENSIONS

	Fall 2019	Spring 2020	2019 National Average
Positive Climate (ES)	6.12	6.40	5.97
Negative Climate (ES)*	1.02	1.04	1.07
Teacher Sensitivity (ES)	6.22	6.21	5.87
Regard for Student Perspectives (ES)	5.41	5.75	5.43
Behavior Management (CO)	5.65	5.82	5.99
Productivity (CO)	5.87	5.89	6.09
Instructional Learning Formats (CO)	5.44	5.74	5.29
Concept Development (IS)	3.28	3.71	2.43
Quality of Feedback (IS)	3.88	3.75	2.88
Language Modeling (IS)	4.05	3.72	3.42

* Lower number is desirable

CREDENTIALS

In order to provide high-quality services to support school readiness, all staff meet the credentialing requirements and competencies outlined by the Office of Head Start. Educational standards emphasize knowledge and education in child development and early childhood education. Annual professional development is provided and every teacher has an individualized professional plan with ongoing supervision to support areas of need.

15 Family Advocates earned their Family Development Credential



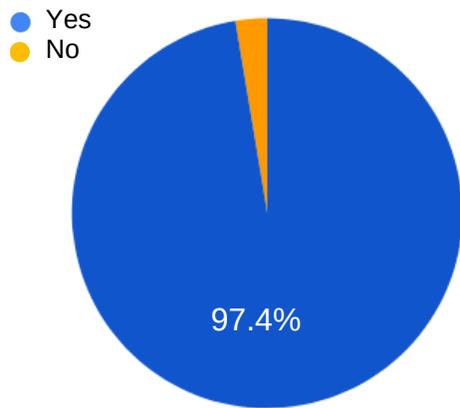
PARENT SURVEY RESULTS

Throughout the year, the program continually gathers input from parents. This input may come from one person (e.g., a parent taking directly to a staff member to the end of the day) or a group of parents (e.g., survey). All the information gathered is used to help address the current needs of our Head Start families, improve the quality of services, and plan for the future.

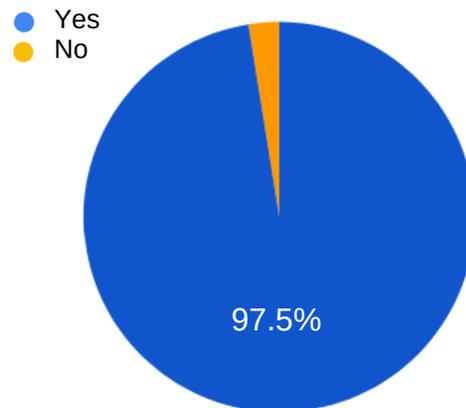
In the fall, parents were asked to complete a survey which included items about how well program locations and hours met their needs, and if the location of centers were convenient for families. A total of 1,037 were returned and the results of the need section are included here.

At the end of the school year, parents/guardians would normally be asked to complete a survey, which would include questions about satisfaction with the program and staff, but no survey was conducted due to the COVID-19 pandemic. Surveys were completed over the summer of 2020 to allow parents to provide feedback on learning options for the beginning of the 2020-2021 school year.

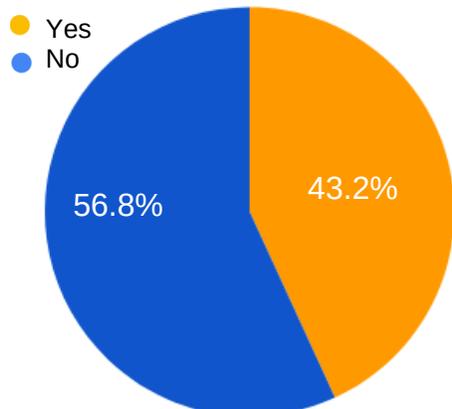
Program Schedule Meets Family Needs



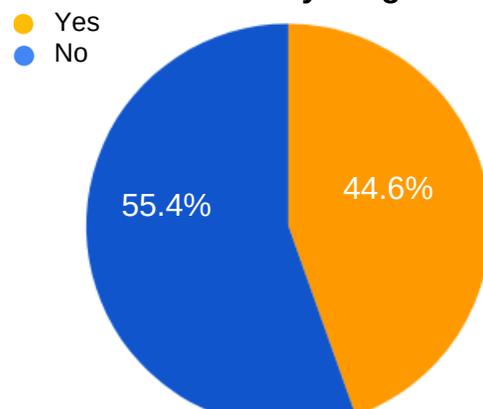
Location of Head Start Center is Convenient



Family's Needs Would be Better Served with a 12-Month Program



Family's Needs Would be Better Served with an Eight to Ten Hour Per Day Program



AUDITS, MONITORING & ASSESSMENTS

FEDERAL PROGRAM MONITORING

No federal monitoring visits occurred during this reporting period; however, from January 14 to January 18, 2019, the Administration of Children and Families' (ACF) / Office of Head Start (OHS) conducted a Focus Area Two (FA2) monitoring review which evaluated the program's performance and compliance with Head Start Program Performance Standards (HSPPS), Public Law 110-134, Improving Head Start for School Readiness Act of 2007, and other applicable regulations. The program met 100% of the compliance measures.

OHS completed an on-site CLASS® review in preschool classrooms from February 25 to March 1, 2019. The CLASS tool looks at three domains: Emotional Support, Classroom Organization and Instructional Support; the Program scored a 5.5208, 4.9815, and 2.5000, respectively. While Emotional Support and Instructional Support exceeded the minimum thresholds, Classroom Organization fell short by .0185; thus placing the program in Designated Renewal System status. Results were presented to staff, Policy Council and Board of Directors (Board).

From July 28 to August 4, 2020, ACF conducted a monitoring review addressing a self report filed with Texas's Child Care Licensing Division from December 2019, which indicated that the program did not ensure "no child was left alone or unsupervised while under the care of its staff". To address this, the program revised child safety procedures; enhanced professional development opportunities for staff, substitutes, and volunteers, and strengthened monitoring processes. On August 5, 2020, ACF closed the finding noting that the area of noncompliance had been corrected.

SELF ASSESSMENT

The annual self assessment is a tool used to monitor progress toward program goals, compliance with Head Start regulations, and effectiveness in promoting school readiness. The data gives the program a chance to identify and make appropriate course corrections. The annual self assessment was completed on December 2, 2019. The results were shared with the Policy Council on January 16, 2020 and used to make program improvements.

COMMUNITY NEEDS ASSESSMENT

The agency completes a comprehensive community needs assessment every three years with annual updates. The needs assessment along with other program data informs program decision making for current and future services. Annual updates include changes in demographics and current work/school schedules for families involved in the program. The triennial comprehensive needs assessment was approved by the Board of Directors in June 2018; the annual update was approved by the Board of Directors on September 24, 2020.

RESULTS OF THE MOST RECENT FINANCIAL AUDIT

The Independent Auditor's report by Juaquin "Jake" Sanchez through January 2020 indicated no findings or questioned costs. The report was approved by the Board on October 27, 2020.

AUDIT REPORT YEAR ENDING JANUARY 31, 2020

I. SUMMARY OF AUDITOR'S RESULTS

1. The auditor's report expresses an unmodified opinion on whether the financial statements of Community Action Corporation of South Texas were prepared in accordance with GAAP.
2. No significant deficiencies disclosed during the audit of the financial statements are reported in the Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of Community Action Corporation of South Texas were disclosed during the audit.
4. No significant deficiencies in internal control over major federal award programs disclosed during the audit is reported in the Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance required by Uniform Guidance (2CFR 200).
5. The auditor's report on compliance for the major federal awards program for Community Action Corporation of South Texas expresses an unmodified opinion on all major federal programs.
6. No audit findings that are required to be reported in accordance with 2 CFR Section 200.516(a) are reported in this Schedule.
7. The programs tested as major programs include:

93.600	Head Start
84.181	Special Education- Grants for Infants and Families
8. The threshold for distinguishing Types A and B programs was \$1,249,449.
9. Community Action Corporation of South Texas was determined to be a low-risk auditee.

II. FINDINGS - FINANCIAL STATEMENT AUDIT REPORTED IN ACCORDANCE WITH GAGAS

None

III. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD PROGRAMS AUDIT

None

AUDIT REPORT YEAR ENDING JANUARY 31, 2020

I. SUMMARY OF AUDITOR'S RESULTS

1. The auditor's report expresses an unmodified opinion on whether the financial statements of Community Action Corporation of South Texas were prepared in accordance with GAAP.
2. No significant deficiencies disclosed during the audit of the financial statements are reported in the Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of Community Action Corporation of South Texas were disclosed during the audit.
4. No significant deficiencies in internal control over major state award programs disclosed during the audit is reported in the Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance required by State of Texas Single Audit Circular.
5. The auditor's report on compliance for the major state awards program for Community Action Corporation of South Texas expresses an unmodified opinion on all major state programs.
6. No audit findings that are required to be reported in accordance with Section .510(a) of Part IV of the State of Texas Uniform Grant Management Standards are reported in this Schedule.
7.
The programs tested as major programs include:
Medicaid
8. The threshold for distinguishing Types A and B programs was \$300,000.
9. Community Action Corporation of South Texas was determined to be a low-risk auditee.

II. FINDINGS - FINANCIAL STATEMENT AUDIT REPORTED IN ACCORDANCE WITH GAGAS

None

III. FINDINGS AND QUESTIONED COSTS - MAJOR STATE AWARD PROGRAMS AUDIT

None

PROGRAM BUDGET & EXPENSES

BUDGET

February 1, 2019 – January 31, 2020

Early Head Start

Head Start

Category	Federal		Non-Federal		Federal		Non-Federal	
	Operating	T/TA*	Operating	T/TA*	Operating	T/TA*	Operating	T/TA*
Personnel	2,545,401	51,406	676,495	16,359	6,155,362	50,846	1,824,744	22,101
Fringe Benefits	858,305	16,246	229,647	5,554	2,085,765	15,566	619,439	7,502
Travel	9,365	0	0	0	37,459	0	0	0
Equipment	0	0	0	0	0	0	0	0
Supplies	126,381	0	0	0	308,625	0	0	0
Other	345,707	20,000	65,148	0	1,424,674	52,000	58,788	0
Total	3,972,811		993,203		10,130,297		2,532,574	

EXPENSES

February 1, 2019 – January 31, 2020

Early Head Start

Head Start

Category	Federal		Non-Federal		Federal		Non-Federal	
	Operating	T/TA*	Operating	T/TA*	Operating	T/TA*	Operating	T/TA*
Personnel	2,539,200	50,620	824,731	0	5,923,650	37,637	2,399,836	0
Fringe Benefits	819,903	16,113	279,817	0	1,860,965	10,830	678,548	0
Travel	12,295	0	0	0	52,507	0	0	0
Equipment	0	0	0	0	0	0	0	0
Supplies	140,867	245	5,459	0	349,200	0	2,147	0
Other	366,532	2,308	59,719	0	1,481,766	63,090	37,379	0
Total	3,948,083		1,169,726		9,779,646		3,117,910	

Non-Federal Share Match: A statutory requirement of the Head Start Act stating that the grantee must provide 20% of the total costs of the Head Start program. This share can be in the form of in-kind donations or cash match received from third parties or contributed by the agency. In-Kind Match is defined as property, goods, or services that benefit a grant-supported project or program and are contributed by non-federal third parties without charge to the grantee.

