Head Start
Birth to Five

ANNUAL REPORT
2020 - 2021

COMMUNITY ACTION CORPORATION OF SOUTH TEXAS

CACOST Vision

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

CACOST 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.

CACOST Core Values

Accountability - Excellence - Integrity - Quality Service - Teamwork

Head Start Birth to Five
Five-Year Program Goals
2016-2021

Goal 1: CACOST's Head Start Birth to Five program will increase its capacity to plan, collect, aggregate, and analyze its educational, observation and assessment data to ensure children's outcomes towards school readiness.

Goal 2: CACOST's Head Start Birth to Five program will closely monitor the current ChildPlus [Head Start data management software] family assessment process to ensure family needs are identified, goals are set, and referrals are set in place in order to provide ongoing, meaningful and culturally appropriate family and community engagement opportunities that promote positive and enduring change for children and families.

Goal 3: CACOST's Head Start Birth to Five program will enhance high quality professional development opportunities to all program staff in order to continuously meet or exceed all performance standards and ensure continuous quality improvement.

MESSAGE FROM THE DIRECTOR

As the Director of CACOST's Head Start Birth to Five program, I take great pride in sharing the 2020-2021 Annual Report with our Head Start families and stakeholders. The pandemic presented many challenges for our program and community, and I would like to thank the staff and the Head Start families for your ability to adapt through these times. As we continue to face the impacts of the COVID-19 pandemic, we remain committed to the core values that guide our decisions and expectations for the services we provide to our children and families. Our priorities are to promote teaching and learning, address concerns that have arisen as a result of academic and social gaps in these unprecedented times, and meet the diverse needs of all the families that we serve.

During these uncertain times, I am privileged to have a team of dedicated and outstanding staff that have helped to make the transition as smooth and seamless as possible. Our teaching team worked diligently, despite the many changes, to provide results-oriented planning and instruction that focused on helping children succeed and build skills to achieve great things in their lives. The staff's ongoing dedication to maintain a safe and positive learning environment will help to ensure our children will gain the necessary knowledge and skills essential for meeting school readiness expectations.

Thank you to all the Head Start families for your support and cooperation over the past school year. Partnering with you, our Head Start families, has been crucial to our program's success especially as we faced the obstacles presented by the pandemic. I will stay committed to working collaboratively with you and will provide resources, strategies, and information to help our children succeed in the coming years.

I am grateful for the opportunity to work alongside not only a team of dedicated staff and teachers, but parents, family members, Policy Council, and Board Members. Our Head Start community is deeply committed to the safety and well being of our children and strongly believe that it takes a village to raise a child.

Elena Esquivel

Elena Esquivel
Head Start Director
Community Action Corporation of South Texas

GOVERNING BODIES

CACOST Board of Directors

CACOST's Board of Directors is made up of 15 individuals that reflect the community it represents. The Board of Directors is instrumental to Head Start Birth to Five operations as it is legally responsible for administering and overseeing the agency/programs including safeguarding federal funds, adoption of governance practices, and ensuring compliance with federal, state and local laws and regulations.

Agapito “Gap” Alaniz
Amy Koenning (Vice-Chair)
Carlos Omar Garcia
Cristina Rosales-Soliz
Deborah “Debbie” Harville
Enedina “Nina” Trevino
Frances Garcia
Gilbert N. Saenz
Homero Roblez (Treasurer)
Ludivina “Ludie” Tyran
Lynda J. Silvis
Maria Rodriguez-Casas
Mary Jan Jenkins (Secretary)
Stephanie G. Garza
Victoriano “Vic” Casas, Jr. (Chairperson)

Parent Committee Meetings and Policy Council

Parents are encouraged to be involved through parent committee meetings and Policy Council. The Policy Council is made up of Head Start and Early Head Start parents and community members who lead and make decisions about the program. The Policy Council is made up of 10 parent representatives and 5 community representatives (CR) elected by classroom families to participate in monthly meetings with program management. An alternate (A) parent is elected to sit in if a representative is unable. One Policy Council member also serves on CACOST’s Board of Directors.

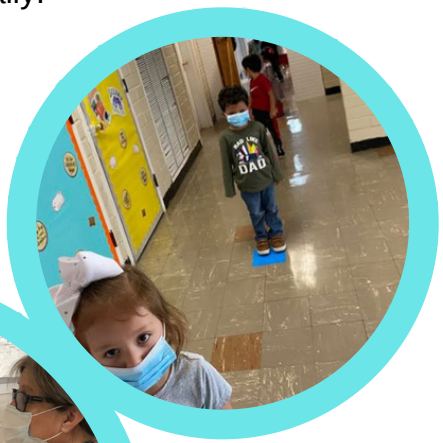
Amber Perez (A)
Ashley Gonzalez (A)
Caroline Pullin (A)
Cassandra Pena
Daisy Alaniz
Delilah Caldera
Denise Blanchard (CR)
Elaine Numbers
Eunice Martinez (A)
Gabriella Covington (A)
Gilbert Saenz (CR)
Gwen Martin (CR)
Isabel Leander (A)
Jaymee Garcia
Jenavie Medina (A)
Joelyn Alaniz
Kathy Aguilar
Lupita Morin (A)
Mary Amanda Price (A)
Monica Moreno (A)
Monique Arsola
Nina Alyse Everett
Rachel R. Joslin
Dr. Rodrigo H. Pena (CR)
Stephanie Villarreal
Vanessa Snyder (CR)
Victoria Trevino

STATEMENT ON COVID-19 PANDEMIC

In the 2020-2021 school year, children and families may have received services face-to-face, virtually, or in a hybrid format depending on their local school policies, local health concerns, and the needs of families at each location at any given time.

As services started to be provided face-to-face, program staff worked diligently to ensure the safety of the children, families, and staff. Updated program handbooks were provided to all parents outlining the measures being taken by the program to help reduce health/safety concerns; parents were notified of updates throughout the year. Measures included, but were not limited to, restrictions on visitors, health screenings before entering the center, the placement of plexiglass barriers in classrooms, appointments for family meetings with staff, mask restrictions, and sanitization procedures.

For families with children receiving services virtually, services were adapted so that the developmental needs of the children could still be met. As not all families had access to internet service or electronic devices to do assignments, the program loaned out iPads/tablets and Hotspot devices. Parents were invited to attend introductory sessions on how to use the platforms and/or received parent-friendly written instructions on how to access the portal from home. Parents continued to receive information and calendars of activities for them to complete at home with their child. Grab and go meals through Early Head Start and local school districts continued to be made available. Additionally, referral services, mental health consultation services, and parent activities including parent meetings and parenting curriculum classes were also conducted virtually.



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 [Expectant Mothers Program- EMP], 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.

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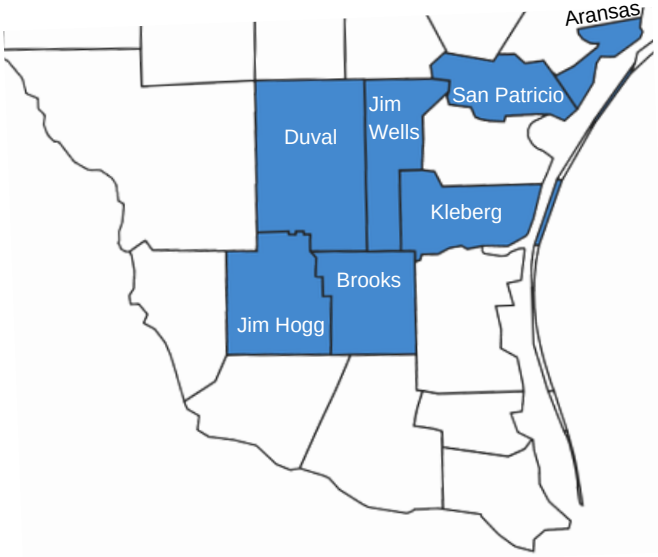
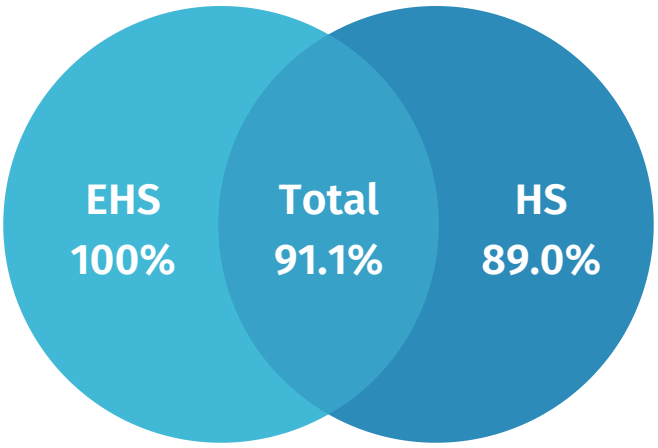


$14,770,074
Federal Funding

21.4%
% of Eligible Children Served

21
formal agreements with ISDs

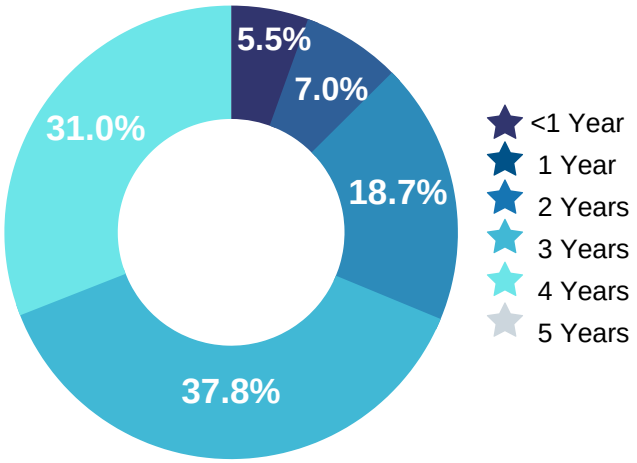
Average Monthly Enrollment



ENROLLMENT

	Funded	Served
Pregnant Women (EMP-EHS)	46	82
Infants & Toddlers: 0-3 (EHS)	224	306
Children: 3-5 (HS)	1,091	1,128
TOTAL:	1,361	1,516

Children by Age
(at time of enrollment)



Hispanic/Latino(a)

94.0%

Dual Language Learners

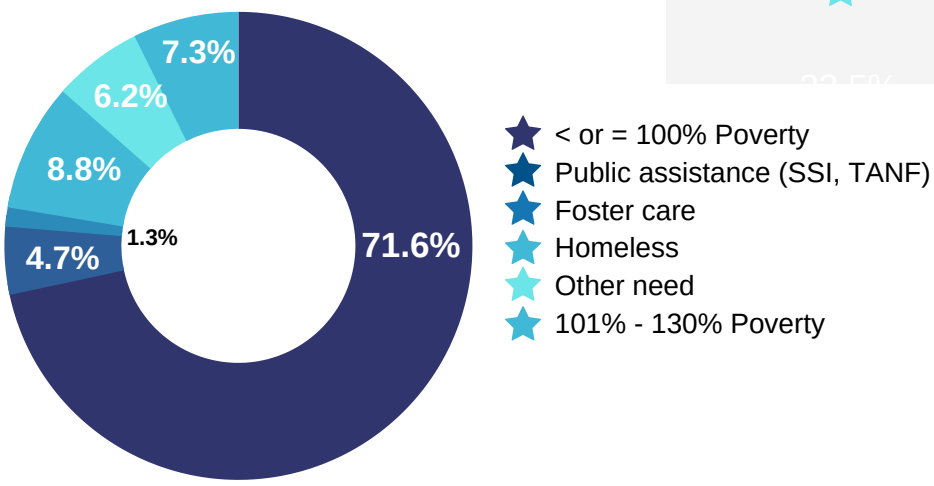
88.3%

Enrolled in Prior Year(s)

53.9% | 46.1%

Yes | No, new enrollment

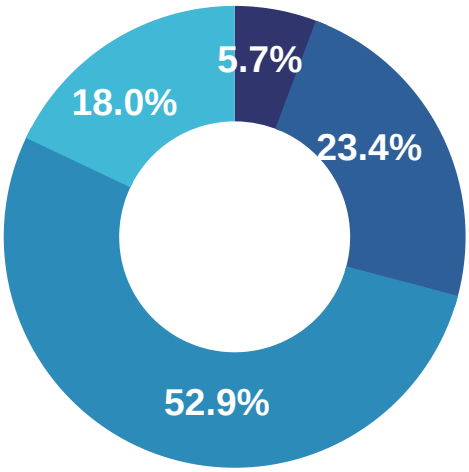
Primary Eligibility
(at time of enrollment)



FAMILY DEMOGRAPHICS

Families Served	**1,398**
• Two Parent/Guardian	34.4%
• Single Parent/Guardian	65.5%
• English- Primary Language at Home	96.2%

Educational Attainment



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

Employment, Job Training, & School

(at time of enrollment)

- At least one parent/guardian is employed, in job training, or in school **70.7%**
  - one or more parent/guardian is employed **61.2%**
  - one or more parent/guardian is in job training **6.9%**
  - one or more parent/guardian is in school **6.6%**

INDEPENDENT SCHOOL DISTRICT (ISD) PARTNERSHIPS

(End of 2020-2021 school year)

Head Start Partnerships	Facility	Number of Classrooms	Number of Children Enrolled
Alice ISD	Mary R. Garcia Learning Center	3	54
Aransas County ISD	Live Oak Learning Center	4	74
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	74
Total		27	487

HEALTH AND WELL-BEING

Overview

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.

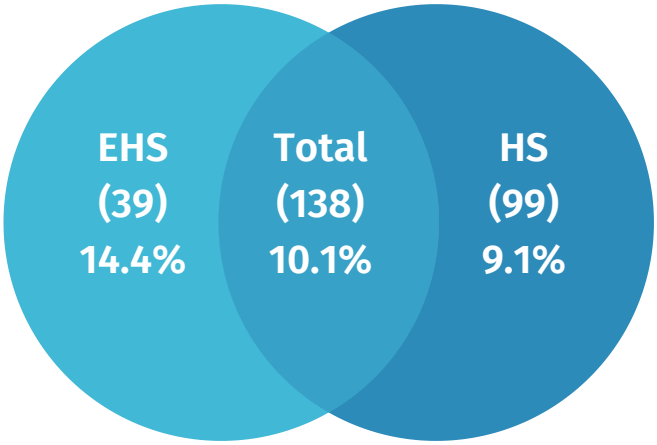
Health Management

At the end of program participation, children with...	EHS	HS
Healthcare		
◦ Health insurance	100%	95%
◦ An ongoing source of continuous, accessible health care	100%	98%
◦ Up-to-date age-appropriate preventive and primary health care	89%	86%
Dental		
◦ Continuous, accessible dental care provided by a dentist	97%	98%
◦ Up-to-date age-appropriate preventative/primary oral health care or received preventative treatment	78%	81%
Immunizations		
◦ Up-to-date age-appropriate immunizations	87%	88%

At the end of program participation, pregnant women with...	
◦ Health insurance	89%
◦ An ongoing source of continuous, accessible health care	100%
◦ Prenatal care during their pregnancy	100%
◦ Education on breast feeding, nutrition, fetal development, risks of alcohol/drugs/smoking	100%

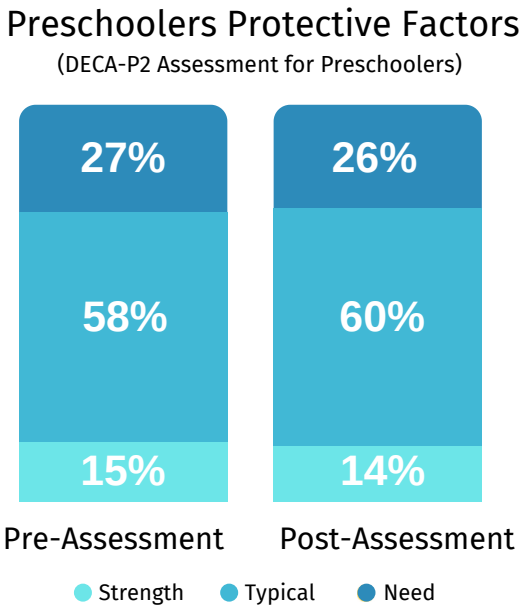
Disabilities

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.



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.



Nutrition

Nutrition is important to a child's health, growth, and development. Nutrition services include nutrition assessments, nutritious meals approved by a dietician with modifications for children with special dietary needs, and education to empower parents to help them make healthy choices for themselves and their children.

219,009

Breakfasts, lunches, and snacks served

PARENT AND FAMILY INVOLVEMENT

Engaging Families in School Readiness

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. This year, 95.4% of the 1,355 volunteers were current or former Head Start Birth to Five parents.

Parent/Family Member Attendance

142	124	433	41	106
Google Classroom Tour (virtual)	Cultural activity	Meet the Teacher (virtual)	I Love Head Start	Feelings In My Heart (with Moms)

Engaging Fathers

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 2020-2021 school year, 110 fathers/male role models participated in family assessments, 105 in family goal setting, 184 in home visits/parent teacher conferences, and 290 participated in parenting education workshops. Four fathers/male role models participated in Policy Council and/or policy committees. Three Engaging Dad in School Readiness activities were held.

56	142	58
Sink & Float Activity	Engaging Dad in Backyard Scavenger Hunt Activity (+45 Moms)	Building a Box Car with Dad

Family Connection Sessions

To help educate and empower parents, Family Connection sessions are held once a month. These classes, typically an hour long, are open to all parents and family members. During the 2020-2021, sessions included:

- HS Owl & EHS Creative Curriculum and Literacy at Home
- Coping with Stress During Holidays and COVID-19
- Crossroads Adult Education & High School Equivalency
- Positive Adult Child Interactions
- CCPD Victims' Advocates & Victim's Compensation
- Color Me Health - "Lets Cook Together"

Goal Setting, Needs, & Referrals

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.

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. Due to COVID-19, this year, all classes were held virtually once a week for one hour. In the fall, two sets of sessions were offered- one for family members in Alice and San Diego, and the other for family members in Aransas Pass, Gregory, and Portland. The spring session was open to all families, regardless of the where they live.

25 Graduates (completed all 10 sessions)

25 Additional adults who attended at least one session

Abriendo Puertas
Opening Doors

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 the EHS/HS classroom, a toddler to a preschool classroom, or preschooler to kindergarten. Parents and staff from EHS, HS, Early Childhood Intervention (ECI- for young children with disabilities), local school districts, and/or other child care settings work together throughout the transition process.

430 children received a Ready for Kindergarten Certificate and will be moving on to kindergarten in the next school year.

SCHOOL READINESS OUTCOMES

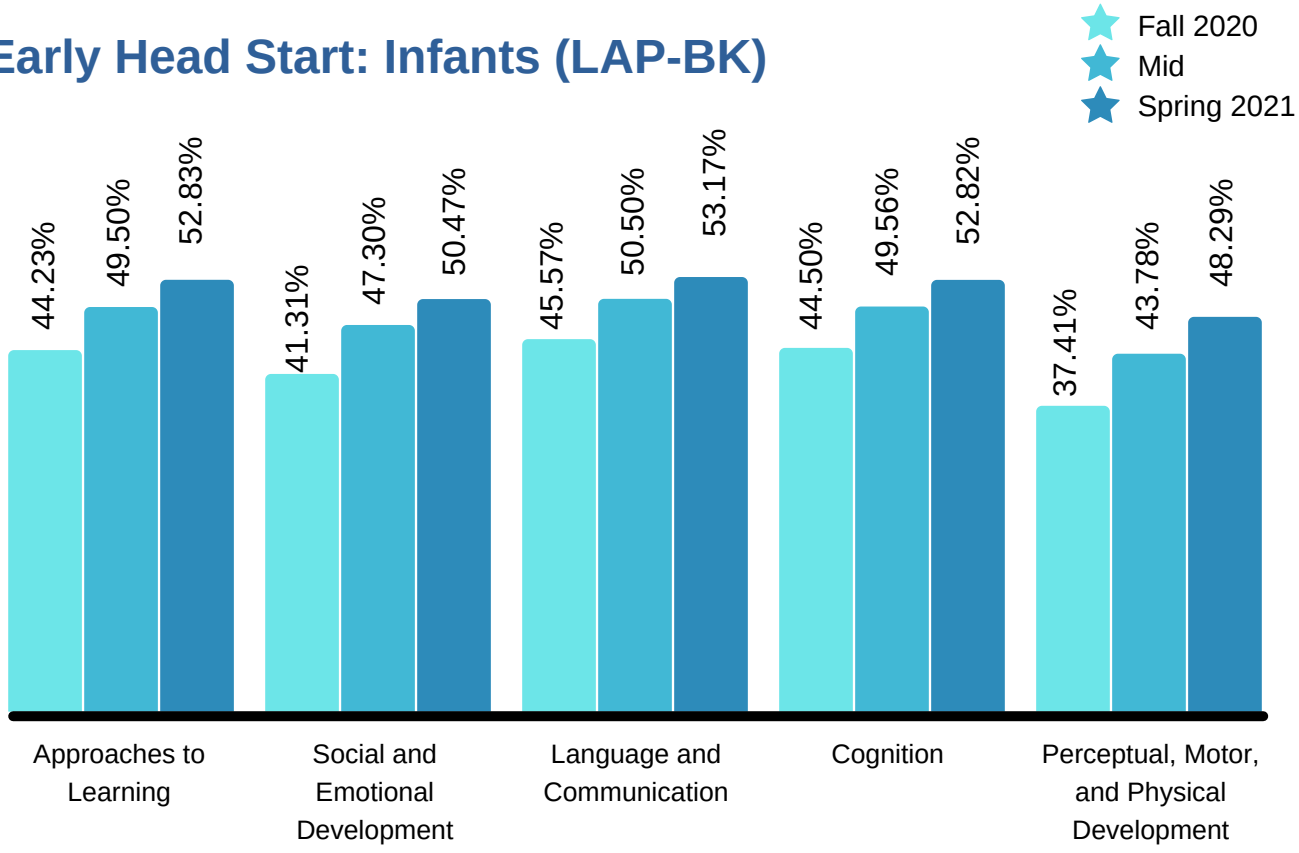
Children's school readiness is fostered through learning experiences that help children grow intellectually, socially, and emotionally. CACOST has shown progress in promoting school readiness through the implementation of research-based curricula and best practices.

This year, children in EHS and 3 year-old classrooms 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). In alignment with the Texas School Readiness Project and local ISDs, preschoolers in 4 year-old classrooms are observed using the Children's Learning Institute's (CLI) CIRCLE Progress Monitoring System. Both tools are completed on each child at the beginning (Fall), middle (Mid), and end (Spring) of each school year.

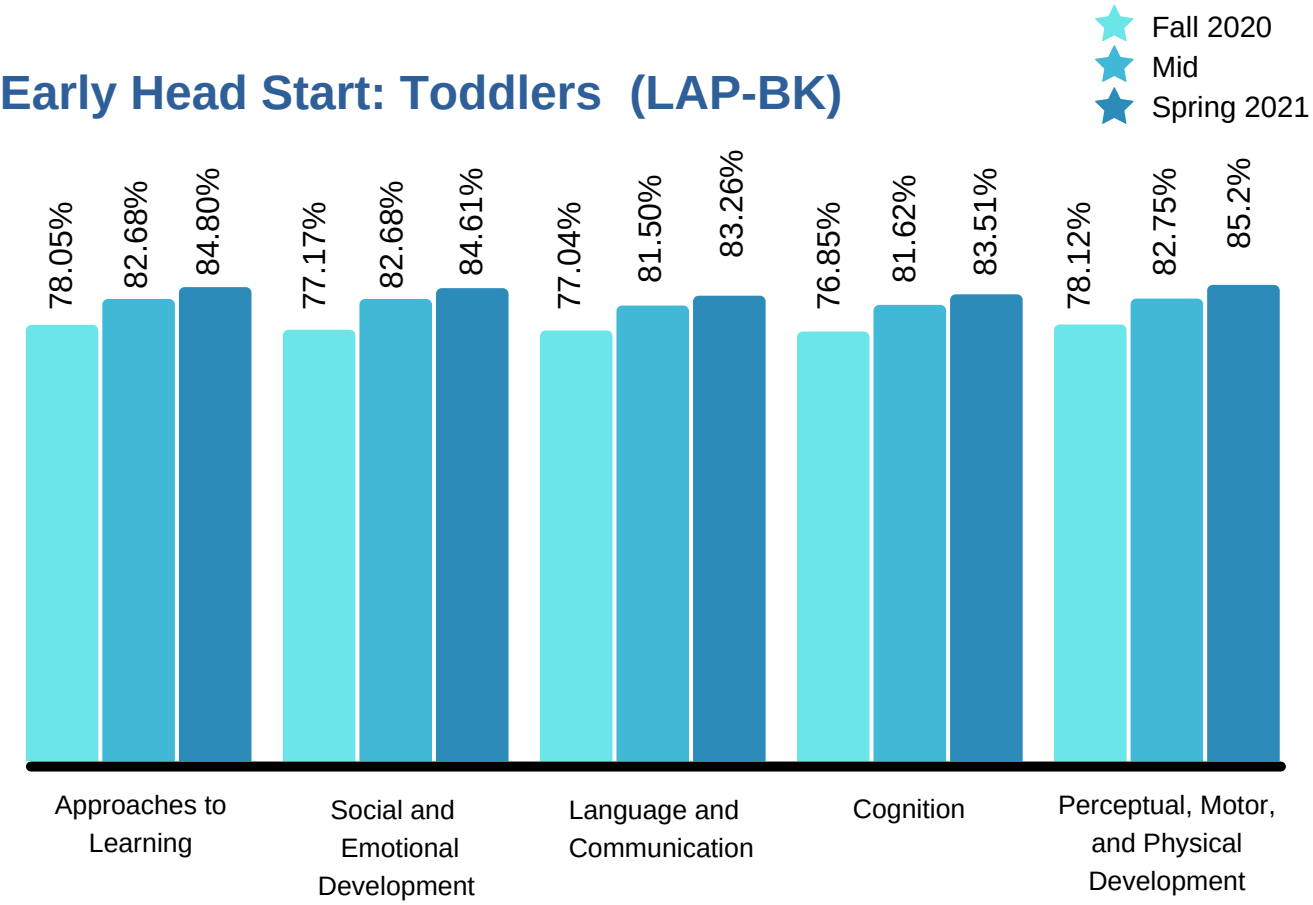
The LAP™ B-K charts on the following pages depict the average percent correct - the average of the number of items achieved by all children assessed for each goal. The chart from CLI depicts the percentage of children who showed proficiency in each area.

DEVELOPMENTAL PROGRESS BY AGE

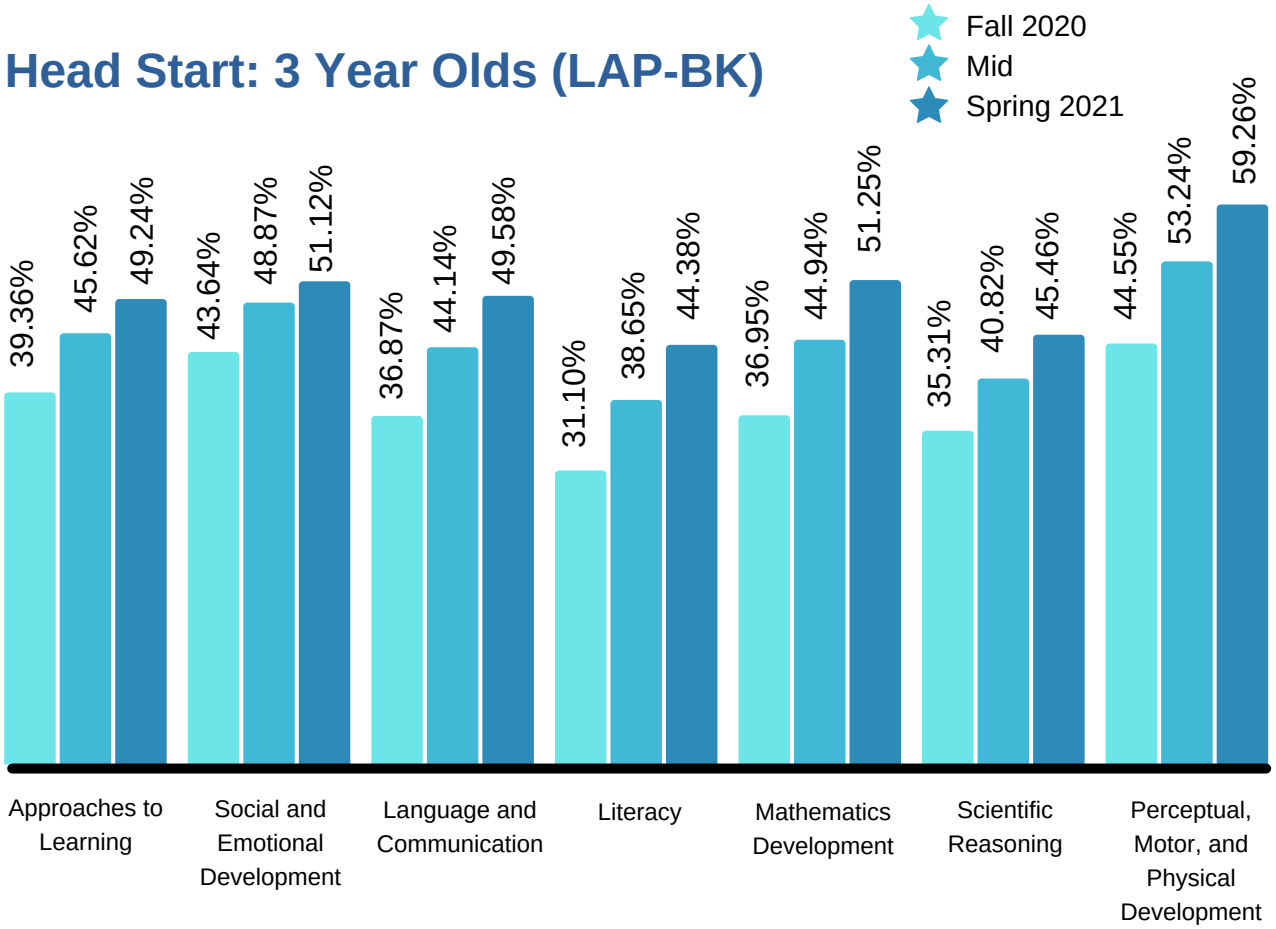
Early Head Start: Infants (LAP-BK)



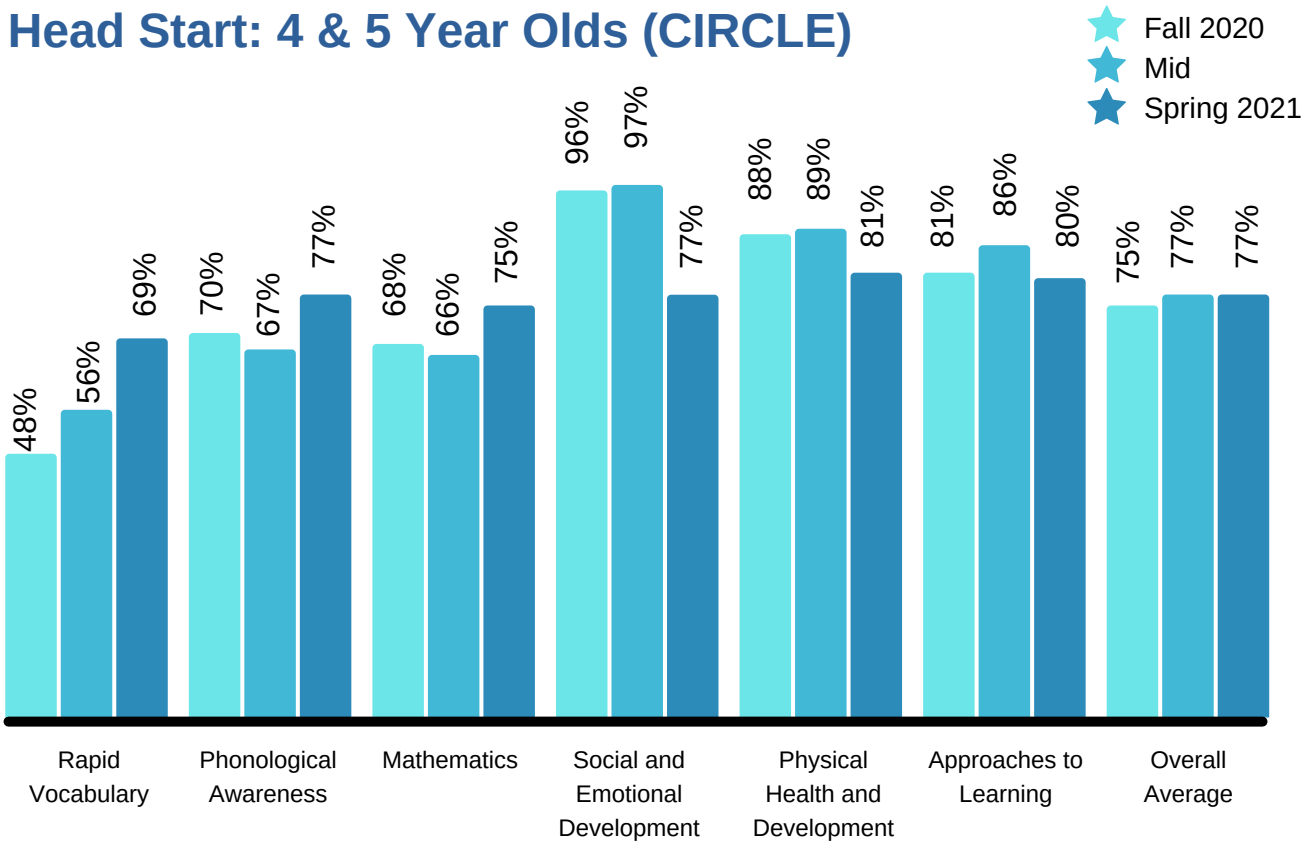
Early Head Start: Toddlers (LAP-BK)



Head Start: 3 Year Olds (LAP-BK)



Head Start: 4 & 5 Year Olds (CIRCLE)

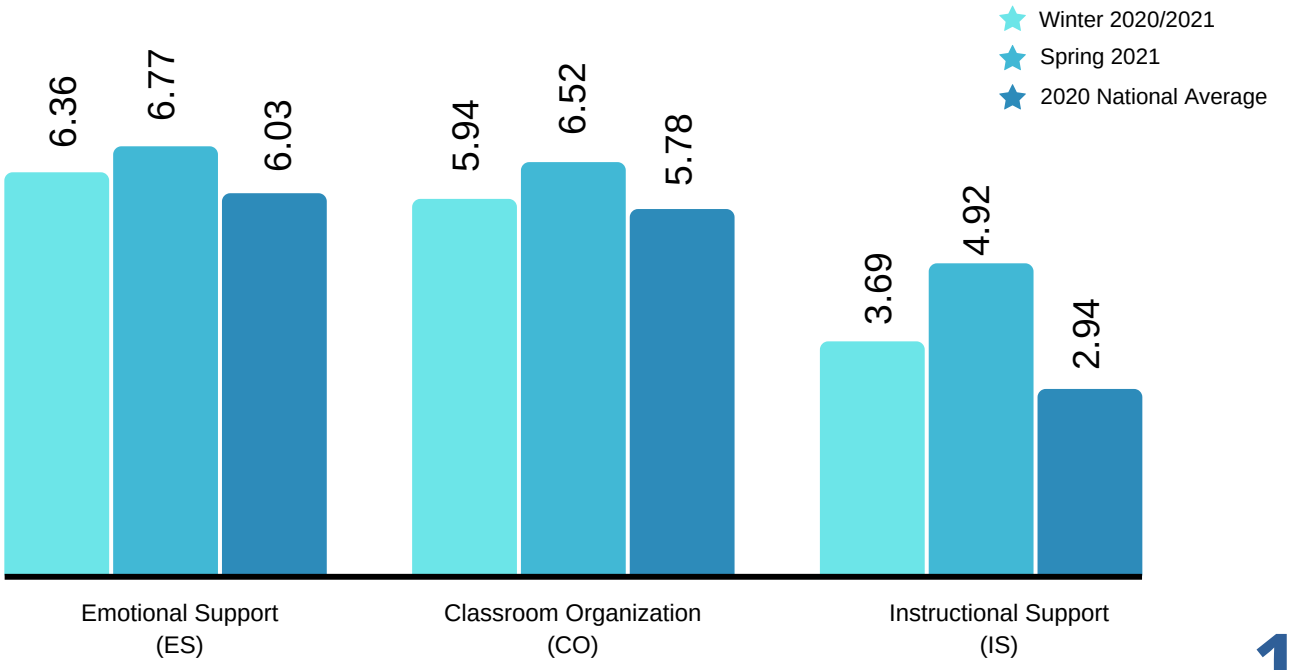


CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) SCORES

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 past, Southern Methodist University completed CLASS observations in the fall and spring. Due to COVID-19 and virtual services, CLASS observations were conducted by CLASS reliable staff in early 2021 (Jan/Feb) and late spring (Apr/May).

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



Results of the

2021 HEAD START PARENT SURVEY

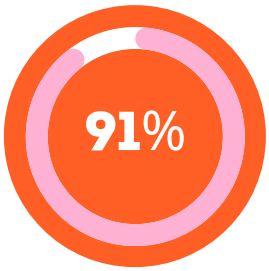
Thank you to all the parents who took the time to fill out the survey as well as all the teachers who shared and collected the surveys and encouraged parents to complete it. Your opinions and needs are important to us and we want to continue to make improvements to make sure families get the best services possible to help meet their needs. Over the summer, program management will be looking at all the information provided in the survey to help make changes for the upcoming school year.

832
FAMILIES RESPONDED TO THE SURVEY

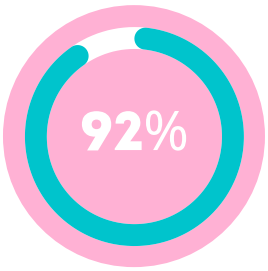
TOP 5 NEEDS

1. FINANCIAL
2. MEDICAL AND DENTAL
3. EMPLOYMENT
4. AFTER SCHOOL CHILD CARE
5. HOUSING

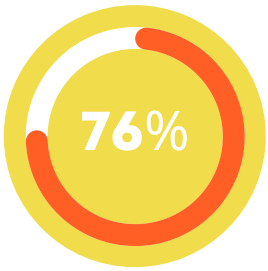
satisfied with the **COVID-19 safety protocols** the program established



satisfied that the program kept them **updated about changes** during the pandemic



the length of time to complete the **online sessions** was 'just right'.



comfortable using the **online lessons** and materials

"Overall, I am very pleased with the way Head Start has been conducted this past year, especially with all the changes they had to make because of the COVID-19 pandemic. I know my child is in good hands with all the support of the teachers and staff."

"Head Start has helped me so much by giving my husband and me a way to work and provide food. Without Head Start I would have to quit my job."

"Love how they teach everything kids need to know for when they go to a big kid school."

"Teachers are very helpful and make sure that my child has a great experience."

TOP 3 PREFERRED WAYS OF BEING CONTACTED

TEXT MESSAGE

PHONE CALL

E-MAIL

SOME IDEAS GIVEN TO IMPROVE PARENT ENGAGEMENT

- *offer activities after 5pm*
- *offer the activity at more than one time*
- *continue to offer activities virtually*
- *increase the number of fun activities with parents*
- *give people more notice before the event*
- *send notices out in different ways and more frequently*
- *add more incentives*
- *more one-on-one communication with teachers*

"All my 4 children have been part of the CACOST program and are all excelling in school. My oldest is 10 and went to school being so ahead of her class. This program is amazing and I would recommend it to everyone."

SATISFIED WITH...

95% the support their child and family received from the staff

92% the teacher's amount of communication about their child's progress

95% the ability of Head Start to meet the needs of children with disabilities or special needs

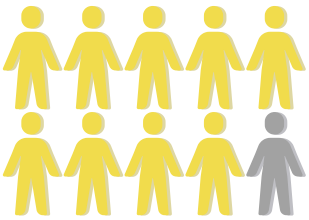
AGREED...

94% the program provided enough quality parent-child activities, either virtually or in-person

92% their child's behavior and mental health have improved as a result of the services provided

93% Expectant Mother's Program- felt supported during their pregnancy and after the birth of their child

95% the center's **LOCATION** is convenient for their family



9 OUT OF 10 PARENTS felt the program was helpful in preparing their child to start kindergarten

93% the current in-person **SCHEDULE** meets their family's needs

98% of parents would refer a friend or family member to CACOST's Head Start Birth to Five 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).

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 self-assessment team included Head Start Birth to Five parents and a Board member with a background in education. The annual self assessment was completed on April 7, 2021. The results were approved by the Policy Council on May 20, 2021 and Board of Directors on May 27, 2021.

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. In the spring of 2021, Head Start Birth to Five staff and families provided input through focus groups and surveys; 555 survey respondents indicated they accessed Head Start services. The need for affordable childcare for children 0-5 ranked 4th in the overall service area. The triennial comprehensive needs assessment was approved by the Board of Directors on July 28, 2021.

Results of the Most Recent Financial Audit

The annual financial audit is taken to the Board annually for approval. The Independent Auditor's report by Juaquin "Jake" Sanchez through January 2021 indicated no findings or questioned costs.

AUDIT REPORT YEAR ENDING JANUARY 31, 2021

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:
   93.224 Community Health Center

8. The threshold for distinguishing Types A and B programs was $1,390,182.

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, 2021

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 FEDERAL AWARD PROGRAMS AUDIT

None

PROGRAM BUDGET & EXPENSES

Budget

February 1, 2020 - January 31, 2021

Category	Early Head Start				Head Start			
	Federal		Non-Federal		Federal		Non-Federal	
	Operating	T/TA*	Operating	T/TA*	Operating	T/TA*	Operating	T/TA*
Personnel	2,603,645	60,263	675,760	16,359	6,384,621	53,658	1,850,697	22,101
Fringe Benefits	895,761	19,804	229,398	5,554	2,137,322	16,046	628,250	7,502
Travel	9,070	0	0	0	36,277	0	0	0
Equipment	0	0	0	0	0	0	0	0
Supplies	162,601	0	0	0	466,479	0	0	0
Other	390,605	7,584	66,132	0	1,477,630	48,708	24,024	0
Total	4,149,333		993,203		10,620,741		2,532,574	

Expenses

February 1, 2020 - January 31, 2021

Category	Early Head Start				Head Start			
	Federal		Non-Federal		Federal		Non-Federal	
	Operating	T/TA*	Operating	T/TA*	Operating	T/TA*	Operating	T/TA*
Personnel	2,657,764	44,556	572,772	0	6,681,515	52,786	1,881,113	0
Fringe Benefits	862,964	13,473	194,313	0	2,084,410	13,482	621,785	0
Travel	415	0	0	0	3,551	0	0	0
Equipment	0	0	0	0	0	0	0	0
Supplies	129,230	0	6	0	496,098	96	2,147	0
Other	323,928	19,277	65,260	0	1,304,071	51,813	26,069	0
Total	4,051,607		832,351		10,687,822		2,528,967	

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.