

CACOST's HSBFP Annual Report (2023-2024) is made available to the public via:

- the agency's website

The report is also distributed to the Policy Council and Board Directors at their October meetings.

# Head Start Birth to Five



## Annual Report 2023-2024



[cacost.org](https://cacost.org)



Cacost - Head Start Birth to Five

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## 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

## 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 (Treasurer) | Gwen Martin (Policy Council Rep.) | Mary Jan Jenkins (Chair)    |
| Carlos Omar Garcia               | Homero Roblez (Vice-Chair)        | Rachel R. Joslin            |
| Cristina Rosales-Soliz           | Jose Pereida                      | Victor A. Gomez             |
| Enedina "Nina" Trevino           | Lynda J. Silvis                   | Victoriano "Vic" Casas, Jr. |
| Estefana "Stephanie" G. Garza    | Maria Rodriguez-Casas             | (Secretary)                 |
| Frances Garcia                   |                                   |                             |



CACOST was recognized by Texas A&M University-Kingsville as an Outstanding Community Partner and a one-time \$5,000 scholarship was made in CACOST's name. Dr. Vela is shown presenting the award to Executive Director Ann Awalt and the Board of Directors.



# Head Start Birth to Five (HSBFP)

The Head Start Birth to Five Program (HSBFP) 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.

## HSBFP FIVE-YEAR PROGRAM GOALS 2021-2026

### Goal #1: School Readiness

Children will demonstrate progress and understanding in the Early Learning Outcomes Framework (ELOF) domains to promote success in kindergarten and future educational opportunities.

### Goal #2: Professional Development

CACOST HSBFP will use a coordinated approach to training and professional development to increase all staff's proficiency to ensure high quality comprehensive services.

### Goal #3: Continuous Quality Improvement

CACOST HSBFP will gather, track, analyze, and evaluate program data across the content areas through a communication and monitoring system to ensure children and families receive comprehensive services in a safe learning environment.

### Goal #4: Children and Family Supportive Services

CACOST HSBFP will meet the individual needs of children and families through family engagement by fostering a responsive continuum of services and education that will enable them to be independent, self-sufficient and resourceful.

## MESSAGE FROM THE DIRECTOR



Dear Head Start Parents and Guardians,

As the Director of CACOST's Head Start Birth to Five program, I take great pride in sharing the Annual Report with our Head Start families and stakeholders.

Through collaborative efforts, we have successfully created a nurturing learning environment that has significantly impacted both the children and their families. We attribute our success to the unwavering dedication of our teaching staff and the active involvement of parents. Our teachers have worked tirelessly to deliver high-quality early childhood education, tailored to the developmental needs of each child.

Meanwhile, parents have played an essential role in reinforcing these efforts at home and participating in various program activities, demonstrating that education is truly a partnership between school and family.

As we reflect on the accomplishments of this school year, we also remain committed to evolving and enhancing our program to meet future challenges and needs. The continued support from the team of dedicated staff, teachers, parents, family members, Policy Council and Board Members throughout the year has helped us make our program the success it is. A special thank you to those parents and family members who provided feedback on the program and engaged in leadership through surveys, parent committee meetings, and Policy Council to help us make improvements to better meet the needs of our children and families. Thank you for your ongoing leadership and support in helping us achieve these goals. Together we are making a lasting difference in the lives of the children and families we serve.

Sincerely,

**Elena Esquivel**

Head Start Director

Community Action Corporation of South Texas

## A FEW WORDS FROM THE 2023-2024 POLICY COUNCIL CHAIR



"Being part of the Policy Council is the best way of giving back to the community and having some insight on the Head Start program while providing valuable personal input to make the program better with personal recommendations. *At our monthly meeting*, I am involved in my child's care and education, provide personal insight, vote on matters that effect the program and get to meet great people that go above and beyond to care for our best investment: our children. As a Policy Council member, I am rewarded with knowledge of the organization and how the community education program works to make our children better citizens and one day be our future leaders. And all this is before our child is enrolled in the ISD of our community."

Onorio Villarreal - father of a child who spent two years in HSBFP before graduating in May 2024, and transitioned to kinder.

## PARENT COMMITTEE MEETINGS AND POLICY COUNCIL

Parents are encouraged to be involved through parent committee meetings and Policy Council. At the beginning of each school year, a parent committee, made up exclusively of parents of currently enrolled children is established at each center and meets every other month starting in September. At these meetings, parents are provided program and center level updates from staff, and they in turn provide staff with ideas and feedback to help develop and implement program policies, activities, and services to help meet the needs of children and families. The feedback from the parent committees is filtered up to the Policy Council and Board of Directors through a Parent Committee report provided to the Policy Council. This year, parent committee meetings were held virtually using Zoom.

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 10 parent alternates who are elected by classroom families and 5 community representatives (CR) to participate in monthly meetings with program leadership. Policy Council members had the option to attend meetings in person or virtually. This year, nine of the Policy Council members including all three officers were Policy Council members during the 2022-2023 school year. The former Policy Council Chair serves as the liaison with CACOST's Board of Directors.

Alexis Silva	Dorothy Thomas	Monica De La Rosa
Amanda Salinas (CR)	Gabriella Martinez	Monica Moreno
Ana Tafoya	Guadalupe Vidrio (CR)	Onorio Villarreal (Chair)
Belinda Benavides (CR)	Jennifer Brown	Ramiro Villarreal, Jr.
Bridget Villegas	Katrina Havelka	Rosanna Martinez
Clarissa Rodriguez (Vice-Chair)	Kaylyn Cano	Sandra Meza
Daniela Rodriguez	Liza Villarreal	Siobhain Fox (Secretary)
Dezyrae Vasquez	Micah Fox	Yajaira Alvarado

(seated 10/19/2023)

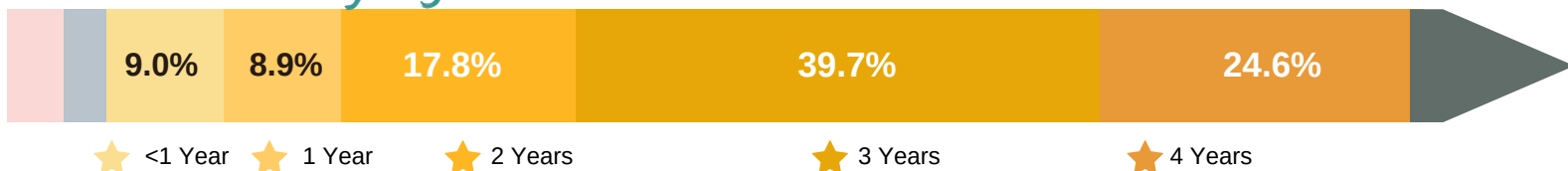


**Back Row:** Mr. Arnulfo Guerra, Community Representative, Ms. Monica De La Rosa, Cluster 6, Representative; **Front Row:** Ms. Siobhain Fox, Cluster 2 Representative/Secretary; Mr. Onorio Villarreal Cluster 9 Representative;/Policy Council Chairperson; Ms. Clarissa Rodriguez, Cluster 2 Representative/Vice-Chairperson

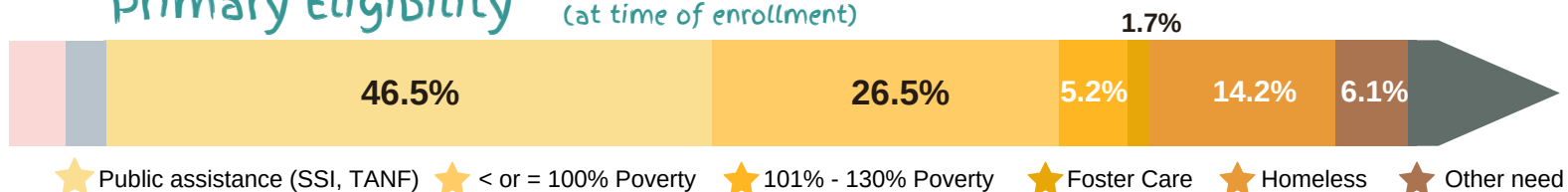
# ENROLLMENT

	FUNDED	SERVED	Average Monthly Enrollment
Pregnant Women (EMP-EHS)	46	83	EHS 98.4%
Infants & Toddlers: 0-3 (EHS)	272	389	+
Children: 3-5 (HS)	1,000	1,093	HS 92.0%
<b>TOTAL:</b>	<b>1,318</b>	<b>1,565</b>	<b>93.7%</b>

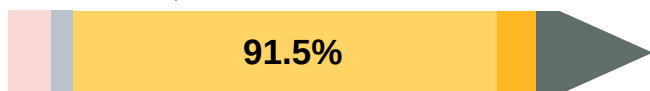
## Children by Age (at time of enrollment)



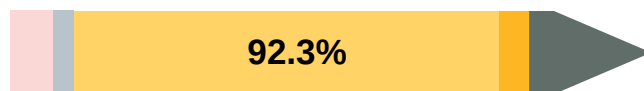
## Primary Eligibility (at time of enrollment)



## Hispanic/Latino(a)



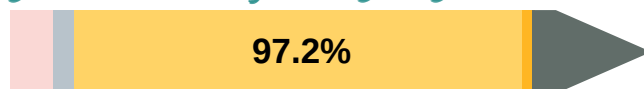
## Medicaid/CHIP



## Dual Language Learners



## English Primary Language at Home



## Enrolled in Prior Year(s)



## % of Eligible Children Served

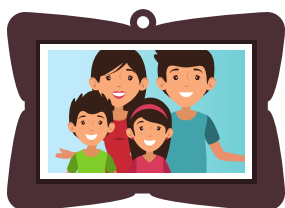


★ Yes

★ No

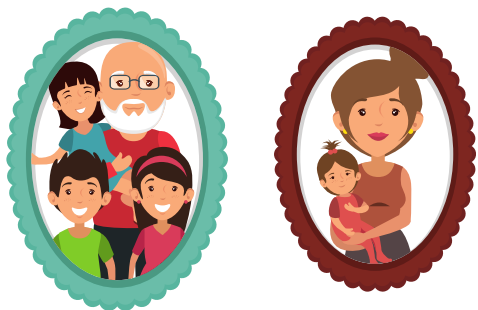


# FAMILY DEMOGRAPHICS

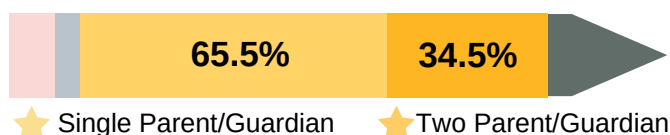


1,460

Families Served



Family Composition



Educational Attainment



- ★ Advanced degree or baccalaureate degree
- ★ High school graduate or GED

- ★ Associate degree, vocational school or some college
- ★ Less than high school graduate

Receive WIC (at time of enrollment)

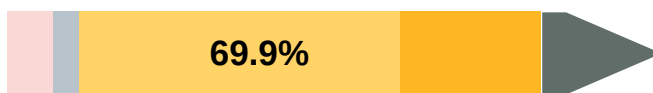


Receive SNAP (Food Stamps) (at time of enrollment)



Employment, Job Training, & School (at time of enrollment)

At least one parent/guardian is employed, in job training, or in school



- one or more parent/guardian is employed 67.5%
- one or more parent/guardian is in job training 3.4%
- one or more parent/guardian is in school 7.3%



# CENTER LOCATIONS

(End of 2023-2024 school year)



## ARANSAS COUNTY

### Live Oak Learning Center\* (HS)

31 Griffith Dr.  
Rockport, TX 78382

### Aransas Pass HS

619 N. Commercial  
Aransas Pass, TX 78336

## DUVAL COUNTY

### San Diego Annex Learning Center\* (EHS/HS)

600 W. Labbe Ave.  
San Diego, TX 78384

### Norman Thomas Learning Center\* (HS)

1404 S. Norton  
Freer, TX 78357

## JIM HOGG COUNTY

### El Cenizo (EHS/HS)

511 E. Santa Clara  
Hebbronville, TX 78361

## BROOKS COUNTY

### Gustavo Barrera (EHS)

600 E. Houston, Ste. B  
Falfurrias, TX 78355

### Houston (EHS)

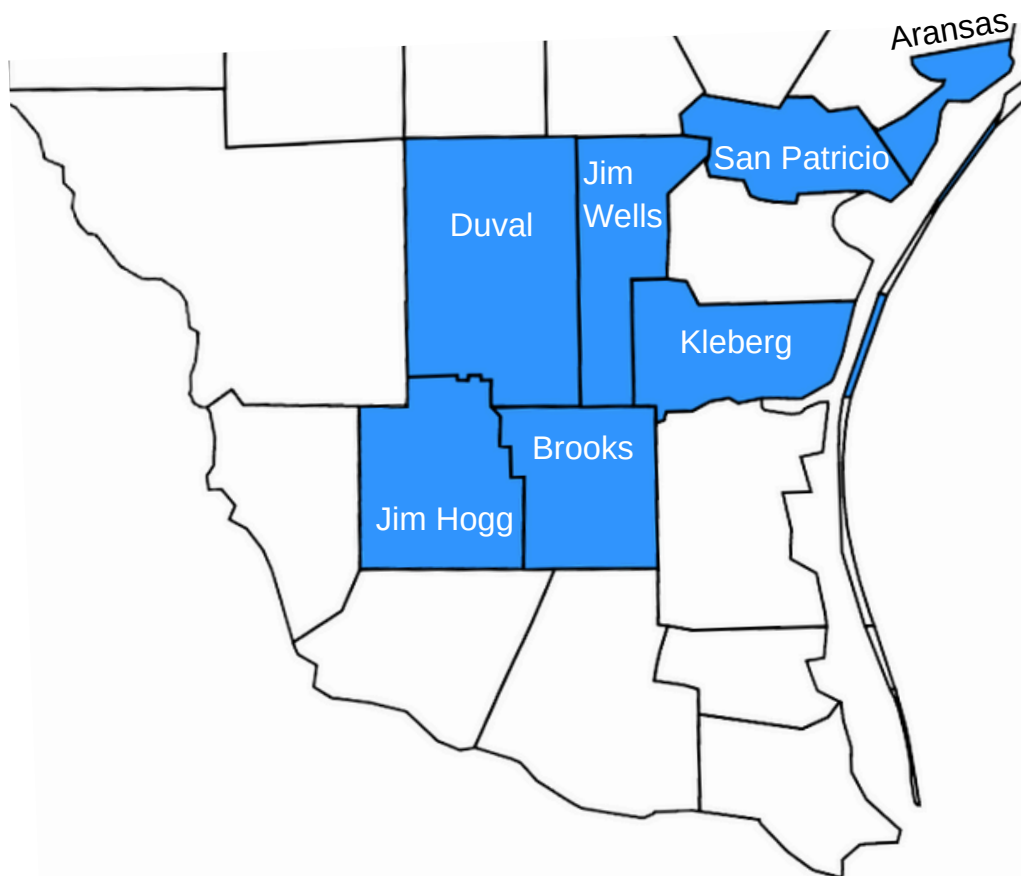
600 E. Houston St.  
Falfurrias, TX 78355

### Lasater Pre-K Academy\* (HS)

200 W. Bennett  
Falfurrias, TX 78355

### Ramiro Davila I & II (EHS)

608/610 San Saba  
Falfurrias, TX 78355



\*ISD Collaboration





# CENTER LOCATIONS

(End of 2023-2024 school year)



## JIM WELLS COUNTY

### Alfredo Arriola (HS)

602 S. King  
Alice, TX 78332

### Arcos Iris (EHS/HS)

958 N. Reynolds  
Alice, TX 78332

### Ernest H. Singleton Early College Academy\* (HS)

608 S. Dolores Way  
Premont, TX 78375

### Hector Serna (EHS)

125 Olmito, Apt 153  
Alice, TX 78332

### Loma Learning Center (EHS)

Loma St.  
Alice, TX 78332

### Mario Ramirez (HS)

207 W. Pundt  
Alice, TX 78332

### Mary R. Garcia Learning Center (EHS/HS)

3051 Old Kingsville Rd.  
Alice, TX 78332

### Rancho Allegre (HS)

814 McMasters Rd.  
Alice, TX 78332

## KLEBERG COUNTY

### Alice G.K. Kleberg Elementary (EHS/HS)

900 N. 6th ST.  
Kingsville, TX 78363

### Courts of Las Palomas (EHS/HS)

600 E. General Cavazos Blvd.  
Kingsville, TX 78363

### Kings Crossing (EHS/HS)

1505 E. Corral, Bldg. 7  
Kingsville, TX 78363

## SAN PATRICIO COUNTY

### Aransas Pass EHS

254 N. 13th St.  
Aransas Pass, TX 78336

### Gregory (HS)

107 Church St.  
Gregory, TX 78359

### Mathis Academy Annex (EHS/HS)

516 E. St. Mary's St.  
Mathis, TX 78368

### New Discoveries (EHS/HS)

624 Ave. B  
Sinton, TX 78387

### Odem I & II (EHS/HS)

408/418 Willis St.  
Odem, TX 78370

### Portland (HS)

518 Elm St.  
Portland, TX 78374 (HS)

### Taft (HS)

221 Walnut St.  
Taft, TX 78390

90

Classrooms



20

Formal agreements with ISDs

\*ISD Collaboration





# HEALTH + WELL-BEING

## Health Management

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.

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

EHS

HS

#### Healthcare



- Health insurance
- An ongoing source of continuous, accessible health care
- Up-to-date age-appropriate preventive and primary health care

99.2%

97.4%

99.7%

98.6%

69.9%

77.7%

#### Dental



- Continuous, accessible dental care provided by a dentist
- Preventative care received during the program year

98.2%

97.6%

84.3%

88.5%

#### Immunizations



- Up-to-date or received all possible age-appropriate immunizations

99.0%

98.8%

### At the end of program participation, pregnant women with...



- Health insurance
- An ongoing source of continuous, accessible health care
- Prenatal care during their pregnancy
- Education on breast feeding, nutrition, fetal development, risks of alcohol/drugs/smoking

100%

100%

100%

100%



## Nutrition

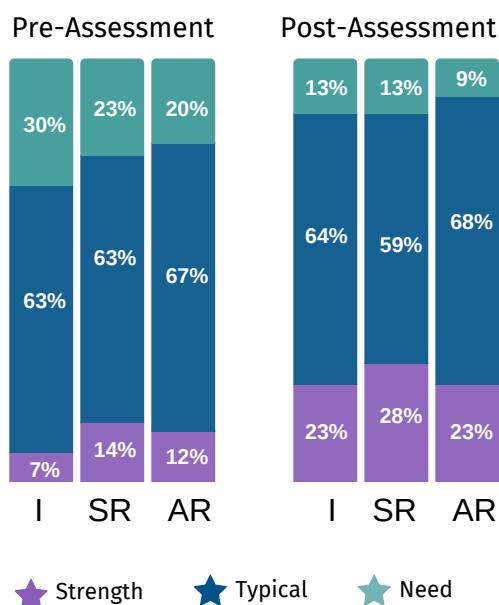
Nutrition is important to a child's health, growth, and development. Nutrition services include nutrition assessments, nutritious meals approved by a dietician with modifications for children with special dietary needs, and education to empower parents to help them make healthy choices for themselves and their children. The program served 381,385 breakfasts, lunches, and snacks to HSBFP children this year. Developed for Head Start programs, the program also uses the *I am Moving, I am Learning (IMIL)* curriculum that promotes physical activity, healthier nutrition, and school readiness skills.



## Mental Health

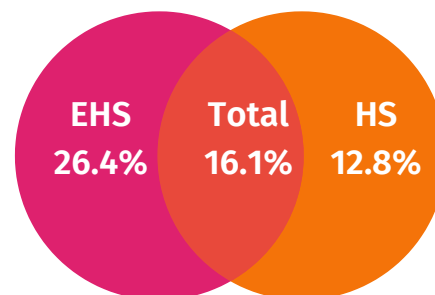
The Devereaux Early Childhood Assessment Preschool Program, 2nd Edition (DECA-P2) is a strength-based assessment tool designed to promote resilience (being able to adapt and cope in difficult situations) in preschool aged children. The assessment measures at what level a child displays protective factors 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 (I), Self-Regulation (SR), and Attachment/Relationships (AR). 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.

Preschoolers Protective Factors  
(DECA-P2 Assessment for Preschoolers)



## 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. 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. The Office of Head Start requires 10% of the total funded enrollment must be children with special needs. This year, 84 EHS and 128 HS children were determined eligible to receive special education services.



# PARENT + FAMILY ENGAGEMENT

## 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, 99.5% of the 1,415 volunteers were current or former Head Start Birth to Five parents.

### Parent/Family Engagement Activities

Meet the Teacher



Passport of My Family



I Love Head Start Poster



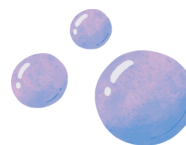
Red Ribbon Week



Dad & I Scavenger Hunt



Dad & I Sensory Mystery Box



Mom & I Bouncing Bubbles



Build a Box Car with Dad



Piñata Making with Mom

## 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 2023-2024 school year, fathers/male role models participated in:

136

Family assessments

130

Family goal setting

215

Home visit/parent teacher conferences

7

Family Connection sessions

6

Abriendo Puertas/Opening Door sessions

2

Policy Council and/or parent committees





# Parent/Family Engagement Activities



**FAMILY • HOME • LOVE • FAMILY • HOME • LOVE**



## 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.

**96.4%**

**Of families, received at least one program service to promote family outcomes**



**1,297**

**Families involved in discussing their child's screening and assessment results and their child's progress**



## 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/caregivers and family members. During the 2023-2024 school year, the nine sessions included the following topics:

- Introduction to EHS/HS Curricula
- PFCE Literacy at Home, Dual Language Learners, & Active Supervision
- Health & Respiratory Viruses
- Introduction to Pediatric First Aid/CPR
- Coping with Stress
- Holiday Toy Safety
- FDIC Money Matters
- Conscious Discipline
- Advocating for My Child
- Bullying, Gun Safety, & Stranger Danger
- Children's Safety & Active Supervision
- Children's Safety & Injury Prevention
- Nutrition Facts to Feed Babies: Do's and Don'ts
- Child Abuse/Domestic Violence
- Crossroads Adult Education and Literacy Program Services
- Nurturing Environments & Positive Behavior Guidance
- Conscious Discipline Breathing Activities



# 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. In the fall, classes were held in Alice and Aransas Pass; in the spring, sessions were held in Mathis and San Diego.



Abriendo Puertas  
Opening Doors

42

Adults who  
attended at least  
one session

29

Graduates  
(completed all  
10 sessions)

## Class of 2023 (Fall)



## Class of 2024 (Spring)



FAMILY • HOME • LOVE • FAMILY • HOME • LOVE



# 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 and/or developmental delays), local school districts, and/or other child care settings work together throughout the transition process.

## Visits to Kindergarten Classrooms



## Preschool Graduation



312

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



# SCHOOL READINESS GOALS

What is school readiness? According to the Office of Head Start, 'school readiness' refers to the skills, behaviors, and concepts that children need to be successful in school. Milestones are set as readiness indicators based on a child's age. School readiness goals are broken down into five central domains.

Approaches to Learning

Social and Emotional Development

Language and Literacy

Cognition

Perceptual, Motor, and Physical Development

Children's school readiness is fostered through learning experiences that help children grow intellectually, socially, and emotionally. In promoting school readiness, staff individualize based on children's interests, strengths, needs to provide the most effective ways to support each child's development and learning.

CACOST has shown progress in promoting school readiness and individualization through the implementation of research-based curricula and the use of information gathered from screenings, assessments, and parents/guardians.

## Curriculum

All curricula that are fully aligned with the Head Start Early Learning Outcomes Framework (ELOF) address all areas of children's learning and development. This means that they address the five central domains listed above.

**EMP**

Before Baby Arrives & Baby's 1st Year

**EHS**

Creative Curriculum for Infants, Toddlers, & Twos

**HS**

Three Cheers for Pre-K\*

\*ISD collaboration classroom curricula may differ.





# SCHOOL READINESS OUTCOMES

Children in EHS and 3 year-old classrooms were assessed using the Learning Accomplishment Profile: Birth to Kindergarten (LAP™ B-K); preschoolers in 4 year-old classrooms were observed using the Children's Learning Institute's (CLI) CIRCLE Progress Monitoring System. Both tools are completed on each child at the beginning (BOY), middle (MOY), and end (EOY) of the school year. LAP™ B-K depicts the average percent correct - the average of the number of items achieved by all children assessed for each goal. CLI depicts the percentage of children who showed proficiency in each area; for CLI a score of 80% is considered proficient.

**BOY EOY**  
# - #

Approaches to Learning

Social and Emotional Development

Language and Literacy

Cognition

Perceptual, Motor, and Physical Development

**HS- 3 Yr Olds**

(LAP™ B-K)

Approaches to Learning

31.4 - 41.4

Social and Emotional Development

34.1 - 47.1

Language and Communication

28.8 - 42.9

Mathematics Development

30.6 - 48.5

Perceptual, Motor, and Physical Development

36.8 - 52.3

Literacy

23.8 - 37.7

Scientific Reasoning

28.5 - 41.8

**HS- 4 Yr Olds**

(CLI)

Approaches to Learning

80% - 83%

Social and Emotional Development

87% - 81%

Rapid Vocabulary

50% - 72%

Mathematics

75% - 81%

Physical Health and Development

86% - 90%

Phonological Awareness

63% - 70%

Science

83% - 86%

Social Studies

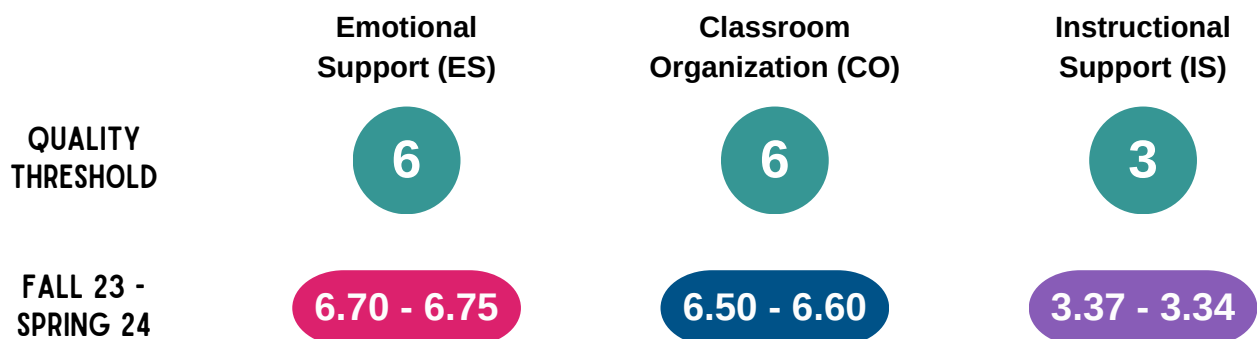
81% - 85%

# TEACHER EFFECTIVENESS (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 measure the quality of interactions between teachers and children using a seven point scale (seven being the highest) in three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The information collected from the CLASS observations guides professional development for teaching staff to promote interactions that support children's learning and school readiness. CLASS observations were conducted by CLASS reliable HSBFP staff.



## CLASS: Pre-K Domain Scores Over the Years



# TEACHING STAFF

Hola!

39.8%

staff who speak Spanish



41.3%

staff who are current/  
former HSBFP parents

## Teacher Qualifications



### HS Teachers



### EHS Teachers



★ Master's    ★ Bachelor's    ★ Associate    ★ Child Development Associate (CDA)



## Child Development Associate (CDA)

CACOST is deeply committed to fostering the professional growth of our HSBFP staff. We prioritize ongoing development, ensuring our team is equipped with the latest skills and knowledge to deliver high-quality education and care. In the 2023-2024 school year, 21 staff members earned their Child Development Associate (CDA) credentials and 8 employees successfully renewed theirs through HSBFP. This investment in our staff's education not only strengthens our program but also empowers our employees to grow in their careers and better serve the children and families in our community.







## CACOST'S HEAD START BIRTH TO FIVE PROGRAM

### Results of the 2023 Spring Parent Survey

The following information was collected from the 2024 Spring Parent Satisfaction Survey that was distributed in March. Parent feedback is important so we can identify ways to continuously improve and ensure our program can provide high quality services that meet the needs of our families. 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. Thank you to all the parents who took the time to fill out the survey as well as all the staff who worked hard to collect the surveys and input the data.



"We noticed that my son has learned a lot in his 1st year of this program. He can write his name without looking at an example. On top of that, I can tell that he is being treated with kindness and love by how he talks about his teachers and his excitement to go to school."



### Convenience

**98.4%**

of families said the location of their HS/EHS center was convenient for their family's participation

**98.2%**

of families said the current in-person program schedule meets the needs of their family

### Quality Services

**98.4%**

of families were satisfied with the educational learning experiences provided to their child(ren)

**96.9%**

of families felt the program was helpful in preparing their child to start kindergarten

**100%**

of Expectant Mother Program participants agreed they felt supported during their pregnancy and after the birth of their child

"Everyone was great with communication, info, care & welcoming. I really appreciate everything they did for my child to get him ready for public school."



"My son's teachers have been amazing! They had my trust since the first day I met them and have gone over and beyond my expectations. Everything they do for my baby does not go unnoticed or unappreciated."



### Refer Others

**97.8%**

of HS/EHS Families and Expectant Mothers would refer a friend or family member to CACOST's Head Start Birth to Five Program

"Muchas gracias por todo. Por enseñarles a nuestro niños es algo muy valioso lo que hacer."



# Audits, Monitoring, and Assessments

## Federal Program Monitoring

The Administration for Children and Families (ACF), Office of Head Start (OHS) conducted a Focus Area One (FA1) monitoring review of CACOST'S HSBFP in December 2022; the monitoring review results indicated that all areas of the HSBFP were in compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*. No FA1, FA2, or CLASS monitoring was conducted during this reporting period. OHS will conduct an FA2 and CLASS monitoring of CACOST's program in fiscal year 2025.

## 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 Board members. The annual self-assessment was conducted in April 2024, with the final report presented and approved by the Policy Council and Board of Directors in September 2024.

## 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. The triennial comprehensive needs assessment was completed in the Spring of 2024 and approved by the Board of Directors in August 2024; the need for affordable and accessible childcare for children 0-5 ranked 4th in the overall service area.

## 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 Park Fowler & Co., PLLC, through January 2024 indicated an unmodified opinion with no findings or questioned costs.

# Audit Report Year Ending January 31, 2024

## I. SUMMARY OF AUDITOR'S RESULTS

### A. Financial Statements

1. Type of auditor's report issued: Unmodified
2. Internal control over financial reporting:
  - a. Material weakness(es) identified? No
  - b. Significant deficiency(ies) identified that are not considered to be material weaknesses? None Reported
3. Noncompliance material to financial statements noted? No

### B. Federal Awards

1. Internal control over major programs:
  - a. Material weakness(es) identified? No
  - b. Significant deficiency(ies) identified that are not considered to be material weaknesses? None Reported
2. Type of auditor's report issued on compliance for major programs: Unmodified
  - a. Any audit findings disclosed that are required to be reported in accordance with Section 2 CFR 200.516(a) of the Uniform Guidance? No
3. Identification of major programs:

CFDA Number	Name of Federal Program
	Health Center Cluster:
93.224	Health Center Program
93.527	Grants for New and Expanded Services
93.499	Low-Income Household Water Assistance Program

Dollar threshold used to distinguish between Type A and Type B programs: \$1,634,102

Auditee qualified as low-risk auditee?: Yes

# Audit Report Year Ending January 31, 2024

## I. SUMMARY OF AUDITOR'S RESULTS

### C. State Awards

#### 1. Internal control over major programs:

a. Material weakness(es) identified? No

b. Significant deficiency(ies) identified that are not considered to be material weaknesses? None Reported

#### 2. Type of auditor's report issued on compliance for major programs: Unmodified

a. Any audit findings disclosed that are required to be reported in accordance with the State of Texas Uniform Grant Management Standards? No

#### 3. Identification of major state programs:

Name of State Program or Cluster

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Special Education - Program Income

Primary Care Services

Primary Care Services - Program Income

Dollar threshold used to distinguish between Type A and Type B programs: \$300,000

Auditee qualified as low-risk auditee?: Yes

## II. FINANCIAL STATEMENT FINDINGS

None

## III. FEDERAL AND STATE AWARD FINDINGS AND QUESTIONED COSTS

None

## IV. SUMMARY SCHEDULE OF PROIR YEAR FINDINGS

None

## V. OTHER ISSUES

Does the auditor's report or the notes to the financial statements include disclosure with regard to substantial doubt as to the auditee's ability to continue as going concern? No

# Program Budget & Expenses

February 1, 2023 - January 31, 2024

## Early Head Start

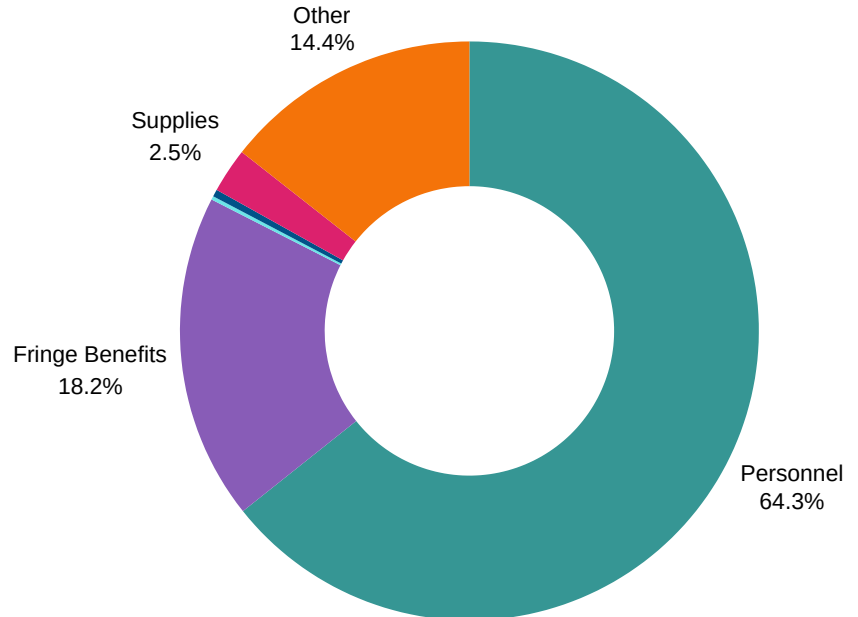
## Head Start

Source	Budget	Expenditures	Budget	Expenditures
<b>Federal- Total</b>	<b>\$5,317,959</b>	<b>\$5,213,377</b>	<b>\$11,309,031</b>	<b>\$10,994,468</b>
• Operating	\$5,269,039	\$5,175,360	\$11,151,886	\$10,859,466
• T/TA*	\$48,920	\$38,017	\$157,145	\$135,002
<b>Non-Federal- Total</b>	<b>\$1,227,891</b>	<b>\$1,235,986</b>	<b>\$2,612,408</b>	<b>\$3,320,194</b>
• Operating	\$1,215,661	\$102,768	\$73,896	\$126,840
• T/TA*	\$12,230	\$0	\$0	\$0
<b>Total</b>	<b>\$6,545,850</b>	<b>\$6,449,364</b>	<b>\$13,921,439</b>	<b>\$14,314,661</b>

## Head Start Birth to Five (HSBFP)

### HSBFP Federal Expenditures

● Personnel	\$10,418,221	64.3%
● Fringe Benefits	\$2,955,095	18.2%
● Travel	\$31,117	0.2%
● Equipment	\$66,238	0.4%
● Supplies	\$407,680	2.5%
● Other**	\$2,329,494	14.4%



\*\* Other includes items such as rent, utilities, building maintenance, software, training, insurance, printing, etc.

\*T/TA- Training and Technical Assistance funds awarded to improve the quality of their practices and services with a focus on professional development. These funds are used to establish T/TA opportunities or purchases services and materials not available through the Head Start T/TA System components.

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.