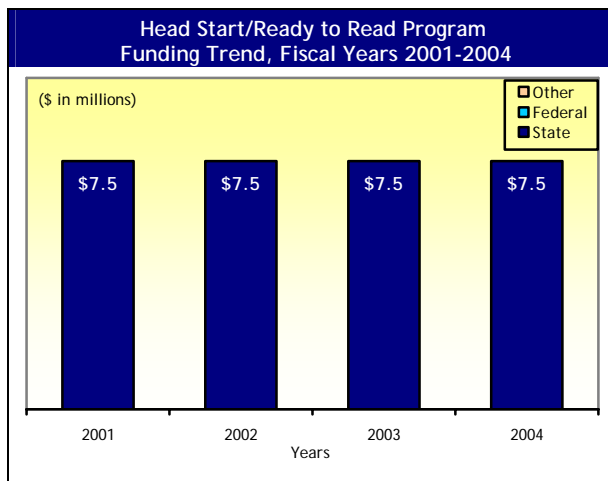


Summary by the Texas State Auditor's Office on:

Head Start/Ready to Read Program

GAA, Page III-15, Rider 49 (78th Legislature) and TEC 29.156

Funding Sources, Fiscal Year 2004		
Federal	State Appropriations	Other
\$ 0	\$7,500,000	\$ 0
Funding Method	Competitive grants	
No. of Grants	13	
Range	\$350,000 - \$500,000	
Eligible Entities	LEAs, ESCs, colleges, universities, and nonprofit and for-profit entities that currently operate a government-funded Head Start or similar early childhood care and education program	



Flow of Head Start/Ready to Read Program Funds, Fiscal Years 2001-2004							LEAs, Other Entities, Students, and Parents Served	
Year	Appropriated	Budgeted	Awarded	Expended	Deobligated	Lapsed	Districts	Students
2001	\$ 7,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,016,108	\$ 21,336	\$ 483,892	8	3,022
2002	\$ 7,500,000	\$ 5,000,000	\$ 5,000,000	\$ 4,600,032	\$ 400,033	\$ 0	94	3,874
2003	\$ 7,500,000	\$ 5,988,948	\$ 5,988,948	\$ 4,502,903	\$ 0	\$ 912	59	3,796
2004	\$ 7,500,000	\$ 6,900,000	\$ 6,171,919	NYA	NYA	NYA	30	3,796
Totals	\$ 30,000,000	\$ 20,388,948	\$ 19,660,867	NYA	NYA	NYA	191	14,488

UA - Unavailable NA - Category does not apply NYA - Not yet available (as of report date)

Targeted Students and Grade Levels

Prekindergarten students (children ages 3 and 4) may participate in the Head Start/Ready to Read Program. The program predominantly targets children from low-income families.

Program Components

Program Component	Required/Recommended/Allowed
Counseling/Case Management	
Diagnostics-Based Intervention	✓
Academic Intervention	✓
Small Group Instruction/Limited Class Size	
School-Day or Out-of-School Activity	
Computer Assisted Instruction	✓
Literacy/ESL/Bilingual Instruction	
College Preparation	

Program Component	Required/Recommended/Allowed
Career Preparation	
Mentoring	
Professional Development	✓
Parental Involvement/Education	✓
Community Involvement/Services/Enrichment	✓
Pregnancy and Parenting Services	
Children's Day Care	
Safe Environment	

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

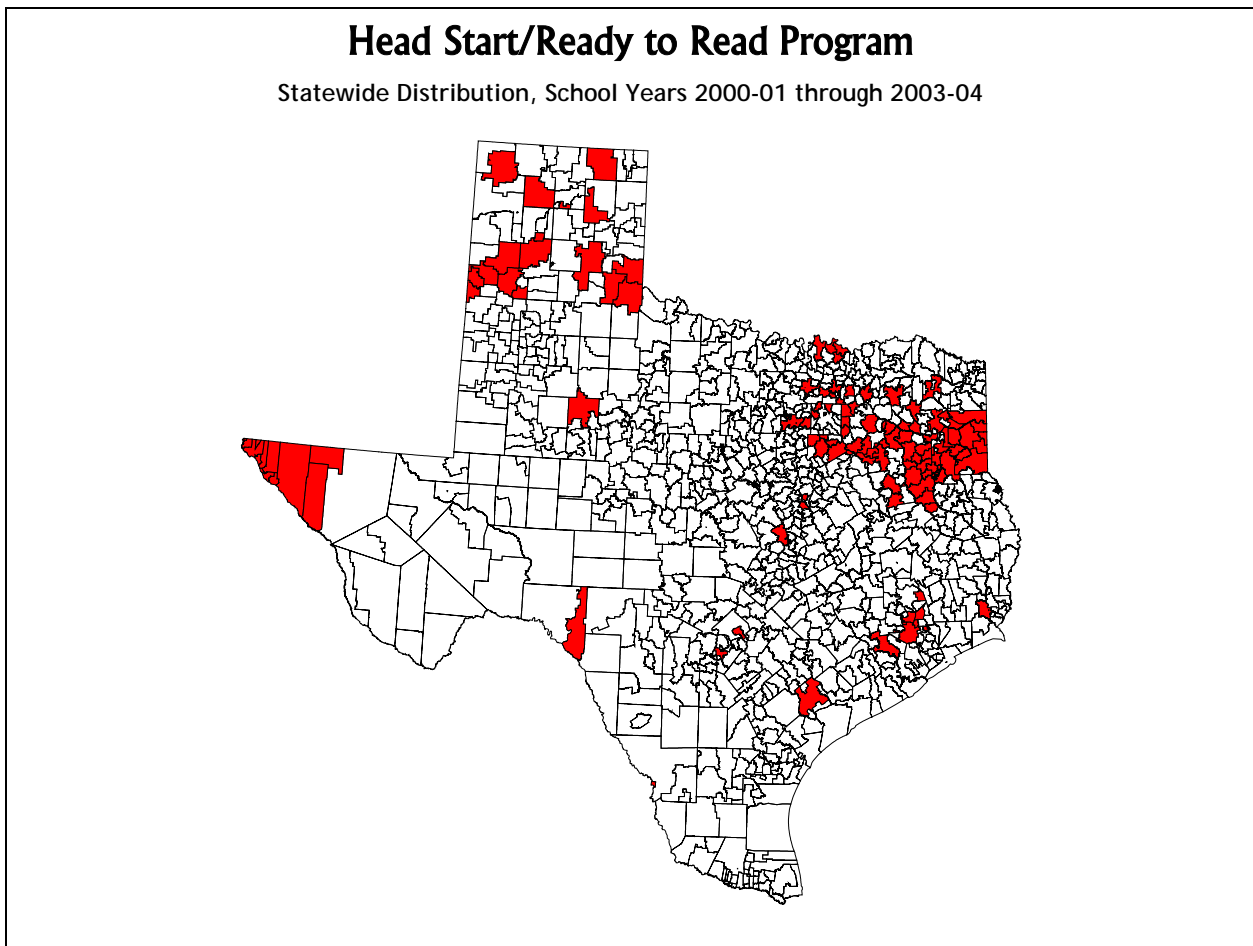
Comments

The Head Start/Ready to Read Program provides an enhanced educational component to an existing Head Start or early childhood program, based on research-based, individualized pre-reading instruction. Its goal is to improve the pre-reading skills of three- and four-year-old children so that every child completing the program is prepared to enter school. Its other major purpose is to identify cost-effective models for early childhood educational programs. Grantee staff members are required to participate in professional development provided by the Center for Improving Readiness of Children for Learning and Education (CIRCLE) and to use diagnostic, instructional, monitoring, and evaluation materials developed by CIRCLE. Electronic monitoring systems for each classroom allow teachers to track student and teacher social and academic changes. Grantees must also build community-based activities that support parents in working with their children. To be eligible for grants, at least 75 percent of the children served by the applicant must be from low-income families.

Evaluation*

The grantees agree to budget and contract for a third-party evaluation of random groups of eight children per classroom. They also agree to use electronic monitoring systems to track student and teacher behavior changes and to use personal digital devices for administering and documenting child measurements collected in the classroom by teachers. The random groups of children will be tested during the spring and fall of 2004 and again in the spring of 2005. CIRCLE evaluators will conduct a statewide evaluation of program effectiveness and a cost/benefit analysis. TEA anticipates that the final report will be available in August 2005.

- * In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome. However, in measuring outcomes of an early childhood or elementary program over several years, where there was only one treatment with the potential to affect long-term outcomes, attributing outcomes to that program and calculating cost/per child of that outcome can be a more straightforward measurement than measuring outcomes of multiple programs serving the same children.



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