

Webb County Commissioners' Head Start Program Refunding Narrative for FY 2014 - 2015

The Webb County Commissioners Court is respectfully submitting an application for continuation of funding for the Head Start Program for fiscal year 2014 – 15 to serve 1,218 children between the ages of three (3) and five (5) in the County of Webb. The enrollment number reflects a 5.27% (64 children) increase in child slots due to the 5.27% restoration of Federal funding for FY 2014. The economically disadvantaged residents of Webb County are fortunate to be afforded the opportunity to receive the comprehensive services offered by the Head Start grant. This program is a vital source of empowerment to the many families it serves. The Webb County Head Start program is designed as a center-based model, which provides each child with a developmentally appropriate learning environment and varied experiences to help develop each child socially, intellectually, physically, and emotionally. In addition to providing educational services to children and their parents, Webb County Head Start also provides health, dental and nutritional services, social services, mental health services, services for children with disabilities, family and community strengthening, and opportunities for parent involvement. It is our sincere hope that this application meets with success so as to resume Head Start classes in August.

I. Need for Assistance

As previously stated in our most recent application, the need for assistance in Webb County continues to exist, and is increasing at an alarming rate. The program completed a Community Assessment Update for the 2013 – 2014 program year. Family Service Workers, the Head Start and Early Head Start Parent Involvement Committee, and the Policy Council Community Assessment Committee surveyed the families of currently enrolled children and their relatives. Additionally, surveys were collected from the City of Laredo Women Infant and Children (WIC) Program, the Texas Department of Human Services Food Stamp office, the Texas Workforce Center, and community partners.

This Community Assessment update presents an overview of the current community conditions for Webb County Commissioner's Head Start and Early Head Start service area which includes Laredo, Texas. This assessment is to be used to aid in identifying the needs of low-income children and families in Webb County and the surrounding communities. It will also be used in developing goals and objectives for program and strategic planning. This Community Assessment update includes information derived from standard local program data as well as local area community, state, and national sources on, but not limited to: Population Profile/Demographics, Poverty, Employment, Education, Housing, Workforce Development and Income, Nutrition, Health Care, Head Start and Early Head Start-eligible and available children, Childcare and School District Pre-K programs, Special needs children, Transportation, Profile of Head Start Families, Education, Health, and Social Service Needs, Community Resources and Survey results. Webb County Commissioner's Head Start and Early Head Start will further utilize the Community Assessment update information for the Head Start and Early Head Start program to address the following issues:

- ❖ Determine the philosophy, and long-range and short-range program objectives;
- ❖ Determine the type of content area services that are most needed and the program option or options (full day/full year) that will be implemented;

- ❖ Determine possible collaborations (and partnership design options) with child care centers and family child care homes;
- ❖ Determine strategies to successfully recruit and partner with local community organizations;
- ❖ Determine appropriate locations for centers and the areas to be served; and
- ❖ Set criteria that define the types of children and families who will be given priority for recruitment and selection.

Primary and secondary data was obtained from a variety of sources. The sources included the following: The Annie E. Casey 2013 Kids Count Data Book, 2012-2013 Head Start Program Information Report (PIR), www.wikipedia.org, 2014, Texas Workforce Commission (TWC), Kids Count Data Center, US Census Bureau Quick Facts 2012, American Community Survey 2008-2012, Texas Department State Health Services 2013, www.city-data.com/county/Webb_County, Region I Education Service Center, County Health Rankings 2013, Texas Department of State Health Services, Center for Health Statistics, Center for Disease Control and Prevention, State Health Improvement Plan, Webb County Agri-Life Extension, Texas Behavioral Risk Factor Surveillance System, Texas Youth Risk Behavior Surveillance System, Texas Department of Family and Protective services, Texas Department of Public Safety, 2012 Crime Report, www.city-data.com/city/Laredo-Texas, 2012, city-data.com, 2013, Texas Early Childhood Needs Assessment, Webb County Community Plan 2011, United Way, <http://www.cdc.gov/healthyyouth/obesity/facts.htm>, and surveys of staff, Head Start parents, Policy Council, Board of Directors, and local community organizations. Relevant data and facts were researched and collected about the State of Texas, Webb County and the city of Laredo. This was accomplished by accessing websites of various local agencies and organizations, by e-mail inquiries, and by telephone interviews. The data gathered pertains to general demographics and economics, education attainment, disabilities, health, nutrition, social service issues, transportation, housing and child care. Most of the data comes from published sources available online or in a draft form from the originating public agencies. The information was also used to frame a report that defines the number of Head Start and potential Early Head Start eligible children living in the service area, analyze the greatest needs for the families and community, and determine what our program can do to meet those needs. Two surveys were created and administered to parents, staff, Policy Council, Board of Directors, and community partners. Questions in the surveys were tailored to gather data not found from other data assessments. Results of the surveys were compiled and analyzed to determine future needs and directions of the Head Start and Early Head Start program.

Webb County, Texas is located on the US/Mexico border separated only by the Rio Grande River and several international bridges from a more populous city, Nuevo Laredo, Mexico. Laredo is the south entry point to the United States on US Highway 35 which serves as the route to Canada for thousands of trucks bearing cargo shipped thorough Mexico from around the globe. The major city in Webb County, Laredo is the largest inland port in the United States and, as such, is a dynamic center of commerce. The majority of Webb County residents live in the city of Laredo, but a substantial number dwells in rural areas. Webb County is the site of several “Colonias,” clusters of residents whose homes were built during a period of time when the county governments in Texas did not have adequate authority to exercise control over real estate sales by unscrupulous landowners and developers who sold property that was lacking in access to basic utilities and sewage disposal facilities. Since 1989, a series of state laws have been passed to control the growth of these economically deprived areas, and efforts by Texas A&M University.

The Colonias Program and elected state and local officials have vastly improved the conditions of those areas. However, challenges remain for the Colonias' residents even in 2012.

The Webb County region has undergone rapid change since 1990 as a result of multiple factors including the North American Free Trade Agreement (NAFTA) which provided a boost to the economy and drew hundreds of people from other regions into the area. Other change agents included the founding, in 1995, of Texas A&M International University, a four-year and graduate institution that has enlarged opportunities for advanced education to this border community, augmenting the long-standing contribution of Laredo Community College to the higher education access provided for Webb County residents. In 2004, the University of Texas Health Science Center-Laredo opened and is poised to increase the opportunities of local residents to gain expertise in health related fields.

The dynamic growth of the County in the last decade that has brought economic prosperity to some that contrasts with the continuing challenges of poverty and low education levels among many other Webb County residents. Federal and State programs designed to overcome the effects of poverty on children have undoubtedly transformed the lives of many. Among the most successful programs in the United States, the Head Start Program has a long history of alleviating some of the major barriers to the success of at-risk children regardless of socioeconomic and disability status.

School districts in Webb County have been particularly challenged during the past decades because of the young median age of the population, with young families whose children flooded the public schools creating both overcrowding and the need to continually increase infrastructure and teaching/staff resources. Challenges to the Laredo/Webb County schools have been exacerbated by the number of students whose initial schooling was in Spanish, and whose home language is Spanish, so that the children's English proficiency requires remediation. State budget cuts during the ongoing recession have had a heavy impact on school districts in Webb County, reducing the number of teachers available at all levels and causing schools to exercise creative ingenuity to continue to provide needed services. Additionally, changes in the assessment of student performance have pressured schools to enhance measurable student performance even while resources are declining.

HIGHLIGHTS AND CONSIDERATIONS - DEMOGRAPHIC AND ECONOMICS

- ❖ From 2010 to 2012, the population for Webb County increased by 3.5%. Laredo City had an increase in 2012 of 3.7%, while the State of Texas increased in population by 3.6%.
- ❖ The median age for Webb County is twenty-seven (27) compared to the median age for Texas is thirty-three (33) years old.
- ❖ The total household (67,003) for Webb County represents .07% of the total household in Texas.
- ❖ Married households with children under age 18 for Laredo City (31%) is greater than the State rate (23.5%). Single female-only households in Laredo City (13.6%) is 5.2% greater than the State rate of 8.5%.

- ❖ The total population is projected to increase in Webb County within the next six (6) years by 2.8% while the City of Laredo is projected to increase by 7.1%. The State of Texas is projected to decrease by approximately 2.8%.
- ❖ Population by race has remained relatively stable. The Hispanic population in Webb County (95.4%) is well above the State average of 38.2%.
- ❖ The population for children ages 0-5 in Webb County is estimated at 25,086 in 2012. This represents approximately 10% of the child population, ages 0-5, which is above the State rate of 7.7%.
- ❖ The child poverty rate continues to increase for Webb County at 57.6% in 2012. Webb County's child poverty rate is considerably higher than the State rate of 45.9%.
- ❖ The adult poverty rate for Laredo is 29.8%, slightly below the rate for Webb County. Both the city of Laredo and Webb County's adult poverty rate is significantly higher than the State rate of 17.4%.
- ❖ The median household income for the city of Laredo for 2012 (\$39,011) is slightly above the median income for Webb County in 2012 (\$38,421). Median household income did increase from the year 2011. Both Laredo City and Webb County have a median household income that is significantly below the State household median income of \$51,563.
- ❖ Children receiving TANF benefits (4.1%) is higher than the State rate of 1.4%.
- ❖ The average unemployment rate for Webb County has decreased to 6.7% in 2013 from 8.1% in 2011. Webb County unemployment rate is below the State rate of 8.4% for 2013.
- ❖ The divorce rate for males 15 years and older in Webb County is 6.9%, which is below the State rate of 9.3%. Single males 15 years and older in Webb County (36.8%) is slightly above the State rate of 34.2%.
- ❖ The divorce rate for females 15 years and older in Laredo City is 9.4%, which is below the State rate of 12.2%. Single females (32.5%), age 15 and older in Webb County, is higher than the State rate of 27.6%.
- ❖ The total number children being raised by their grandparents stands at 4,414 in Laredo City and 4,853 in Webb County. Single female grandparents, who are raising their grandchildren stand at 63.6% in Laredo City, and is higher than the State rate of 61.2%.

HIGHLIGHTS AND CONSIDERATIONS – EDUCATION

- ❖ The graduation rate for Webb County is 89.2% for 2012, which shows a slight increase of 0.7% from 2011. The graduation rate is slightly above the State of Texas rate of 87.7%.
- ❖ The high school drop-out rate for Webb County is 5.6% in 2012, which shows a slight increase in drop-outs from 2011 of 0.7%. Even though the State of Texas had a slight decrease in drop-out rate, Webb County (5.6%) is still slightly lower than the overall State rate of 6.3%.

- ❖ Individuals receiving a G.E.D. experienced a marginal increase from 2011 (0.3%) to (0.5%) in 2012.
- ❖ The population with a Bachelor's degree or higher in Laredo City is 17.4% in 2012. Webb County stands at 16.9%. Both Laredo City and Webb County's population with a Bachelor degree is significantly lower than the State rate of 26.3%.

HIGHLIGHTS AND CONSIDERATIONS – DISABILITIES

- ❖ Speech and Language, Other Health Impairment and Non-Categorical Early Childhood are the largest categories of children with disabilities, 0 to 5 years old, in Webb County.
- ❖ The number of children receiving services from Early Childhood Intervention totaled 53,766 for the State of Texas. Approximately 682 birth to three year old children received disabilities services in Webb County. This represents 1.3% of the total number of children being served in the State of Texas.

HIGHLIGHTS AND CONSIDERATIONS – HEALTH CARE

- ❖ The uninsured children rate in Webb County is 13.8% in 2012. This indicates a decrease of approximately 3.9%. The uninsured rate is slightly lower than the State rate of 16.0%. In March 23, 2010, President Obama signed the Affordable Care Act. The law expands health coverage and puts in place comprehensive health insurance reforms that will roll out over four years and beyond, with most changes taking place April 1, 2014.
- ❖ Children enrolled in SSI stands at 36% for Webb County which is significantly above the State rate of 19.8%.
- ❖ Low birth weight infants has experienced a slight decrease from 2012 (7.3) to 7.2% in 2013. The State ranks slightly higher (8.4%) than Webb County in 2013.
- ❖ Births to teens ages 15 – 19 in Webb County is at 78.7% which is above the State rate of 45.7% in 2011. Births to teens had a marginal increase in 2012 to 79.3%. Infant deaths were at 3.4% for Webb County in 2011 and increased to 4.1% in 2012.
- ❖ Infant mortality is defined as the number of babies who die out of every 1,000 babies who are born alive in a year. Infant mortality can be divided into neonatal mortality and post neonatal mortality. When newborn babies die less than 28 days after they are born, it is called neonatal mortality. When babies die, who are older than 27 days but younger than one year, it is called post neonatal mortality. The leading causes of neonatal death are birth defects, prematurity, problems with the mother's pregnancy, difficulty breathing and bleeding.
- ❖ Webb County has a primary care health care shortage (partial) and a mental health professional shortage for the entire county.

HIGHLIGHTS AND CONSIDERATIONS - NUTRITION TRENDS

- ❖ Webb County participants receiving WIC service is at 70.8%, which is significantly above the State rate of 40.9%.
- ❖ Children participating in the SNAP (Food Supplement Program) decreased from 2010 to 2013 by 2,807 children.
- ❖ Children participating in the free and reduced lunch program have decreased slightly from 2011 to 2012 by approximately 1.7%.
- ❖ The percentage of students who are overweight, age 15 or younger is 14.4% in Webb County. Hispanic females have the highest rate of being overweight by race and gender of 19.2% and 11.9%.
- ❖ Adults who have income less than \$25,000 had an obesity rate of 40.7%. Adults with no high school diploma have an obesity rate of 39.5% which is higher than adults who have a high school diploma and higher.
- ❖ Childhood obesity has both immediate and long-term effects on health and well-being. Children and adolescents who are obese are likely to be obese as adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis. One study showed that children who became obese as early as age 2 were more likely to be obese as adults.
- ❖ Immediate health effects of obesity:
 - Obese youth are more likely to have risk factors for cardiovascular disease, such as high cholesterol or high blood pressure. In a population-based sample of 5- to 17-year-olds, 70% of obese youth had at least one risk factor for cardiovascular disease.
 - Obese adolescents are more likely to have pre-diabetes, a condition in which blood glucose levels indicate a high risk for development of diabetes.
 - Children and adolescents who are obese are at greater risk for bone and joint problems, sleep apnea, and social and psychological problems such as stigmatization and poor self-esteem.
- ❖ Long-term health effects:
 - Overweight and obesity are associated with increased risk for many types of cancer, including cancer of the breast, colon, endometrium, esophagus, kidney, pancreas, gall bladder, thyroid, ovary, cervix, and prostate, as well as multiple myeloma and Hodgkin's lymphoma.
 - The number of confirmed victims of child abuse for 2013 per 1000K is 10.9% which is above the State rate of 9.3%.
 - Domestic violence survivors who are limited English proficient represent one of the most critical underserved populations due to Texas' unique make-up as a state where the average percentage of residents who speak a language other than English in the home ranks much higher than the national average.

- The number of children in foster care has increased from 5.1% in 2011 to 6.2% in 2012.

HIGHLIGHTS AND CONSIDERATIONS - TRANSPORTATION

- ❖ Webb County and Laredo City are largely auto-oriented. Approximately 80% of all residents in Laredo City used cars to drive to work and carpool.
- ❖ Surveys indicated that Head Start transportation is necessary for families and children in the Webb County Head Start service area.

HIGHLIGHTS AND CONSIDERATIONS – HOUSING

- ❖ Home ownership rate in Webb County is 63.7% which is only a slight increase from the State rate of 63.9
- ❖ The homeowner's vacancy rate is very low in Laredo (1.0%) and Webb County 0.9%). The State of Texas currently has a homeowner's vacancy rate of 2.1% for 2012.
- ❖ The homeowner's occupied rate is 63.7% in Webb County for 2012.
- ❖ The rental vacancy rate is 4.6% for Webb County, which is significantly lower than the State rate of 9.6%.
- ❖ Laredo City has a rental occupied rates of 37.1%, which is only slightly above the State rate of 36.1%.
- ❖ Occupied households with no vehicles stand at 8.6% in Laredo City, which is above the State rate of 5.9%.

HIGHLIGHTS AND CONSIDERATIONS - CHILD CARE

- ❖ Attending high-quality preschool can significantly contribute to the healthy development of young children, especially those who are in low-income families, according to *The First Eight Years*. However, nationally, sixty-three (63%) percent of 3-and 4-year olds in low-income families were not attending a preschool program, compared with 45 percent of their more affluent counterparts.
- ❖ Subsidized child care is a critical component of the overall child care market in Webb. Consider pursuing child care subsidy dollars to extend Head Start school hours.
- ❖ The percentage of children, ages 3 to 5 that are enrolled in a nursery school or preschool is consistent in the City of Laredo and Webb County at 7%. Enrollment percentage is higher than the State rate of 6.2%.
- ❖ Head Start currently serves 28% of eligible children in Webb County and a very small percentage of Early Head Start infants and toddlers.
- ❖ Webb County has a total of 10,786 potentially eligible children. Approximately 6,472 are eligible for Early Head Start and 4,314 children are eligible for Head Start.

- ❖ Total Funded Enrollment - Head Start 1,218 full day program and a funded enrollment of fifty-six (56) in the Early Head Start program.
- ❖ There is a current wait list for the Head Start Center based is 765 and the current waiting list for Early Head Start and Home based is 153 with 16 pregnant women according to the Director's Monthly Report – January, 2014.

HIGHLIGHTS AND CONSIDERATIONS - PROFILE OF HEAD START FAMILIES AND CHILDREN SERVED.

- ❖ Approximately 12.5% of the Head Start children were overweight. 11.7% of the children were obese. 0.7% of the children were underweight.
- ❖ Approximately 84% of the families served were below the federal poverty level. Approximately 2.7% of the families served were over income.
- ❖ In Head Start two parent families, 82% had one parent that was employed. Out of the single parent families, approximately 43% were not employed, while 57% of the single parents were employed. Approximately 9.3% of two parents families have households where neither parent was employed.
- ❖ 69% of two parent Head Start families were neither in job training or school, while only 27% of the two parent families, one parent was either in job training or school.
- ❖ 68% of Early Head Start families are single parents and 31.8% are two parent families.
- ❖ 72% of Early Head Start single families, the parent is employed; 90% of Early Head Start children served have income below 100% of the Federal Poverty.
- ❖ 82% of two parent Early Head Start families are neither in school or job training. The top two services requested and received by families were emergency crisis and mental health.
- ❖ 76.5% of Early Head Start single parent families are not in job training or school; 38% of Early Head Start families have received an Associates.
- ❖ Head Start families are utilizing WIC and SNAP programs.

HIGHLIGHTS AND CONSIDERATIONS – SURVEY RESULTS AND SOCIAL, HEALTH AND EDUCATION NEEDS OF FAMILIES

- ❖ Child care continues to be a major issue for low-income families. Children qualifying for Head Start represent 80% needing Center-based services.
- ❖ Top health, social and educational needs of Head Start families was medical care, safety, under-employment and drug abuse.
- ❖ Barriers to accessing and availability of community resources were strict guidelines and not aware of existing services.

HIGHLIGHTS AND CONSIDERATIONS – COMMUNITY RESOURCES

- ❖ Parents are not fully aware of existing services. Ensure that parents are aware of all existing resources, rules and eligibility criteria, hours of operation, etc.
- ❖ Agency rules and eligibility criteria are very strict.
- ❖ Transportation is difficult to find in order to get to resource agencies.
- ❖ Expand partnership opportunities to new and non-traditional partners.
- ❖ Serve on other community organization’s advisory boards and committees.

II. Results, Expected Program Outcomes, Program Goals and Objectives

For the 2014 - 2015 fiscal year, there is no expected or planned change in the program objective, design, or implementation. The general operation of the program in all content areas has generated positive results as evidenced by the following:

A. 2013 Federal On-site Monitoring Review

From 1/13/2013 to 1/18/2013, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Webb County Commissioners Head Start and Early Head Start programs. ***The Overview of Findings letter from Administration for Children and Families, dated 10/22/2013, stating that previously identified findings have been closed is attached to this application electronically via document upload to the GABI.***

Additionally, from 1/27/14 to 1/31/14, the program conducted its annual Local Self Assessment. Based on the information gathered during this review, it was determined that the program is in compliance with all Head Start Program Performance Standards and applicable laws, regulations, and policy requirements. ***The Program Improvement Plan is attached to this application electronically via document upload to the GABI.***

B. On-going Staff Development and Educational Advancement

The program has placed significant emphasis on continuous quality improvement of its staff development plan. Accordingly, collaboration with the Laredo Community College and Texas A & M International University has resulted in the successful completion of advanced degrees for several Head Start employees. The grantee employs the following degreed staff:

- 1 - Executive Director – M.A., B.S., L.B.S.W., L.P.C.
- 1 – Assistant Director – B.A. (Early Childhood Education)
- 1 - Assistant Directors- A.A.
- 1 – Education Director – B.A.A.S., M.S. (Early Childhood Education)
- 1 – Health&Safety Director – B.A. Early Childhood Ed., Health Credential
- 1 – Coordinator - BAAS
- 1 - Coordinators – A.A.

- 1 – Coordinator – C.D.A.
- 1 - Coordinator – FSW credential
- 5 – Assistant Coordinator – B.A. (Early Childhood)
- 6 - Assistant Coordinators – A.A.
- 14 - Family Service Workers – A.A./FSW credential
- 1 – Family Service Workers - AA
- 1 – Family Service Worker – C.D.A
- 2 – Family Service Worker – B.A.
- 1 - Area Service Managers – BA
- 10 - Area Service Managers – A.A.
- 4 - Area Service Managers - CDA
- 15 –Teacher – B.A.
- 38 - Teachers – A.A.
- 3 – Teacher Assistant – B.A.
- 26 - Teacher Assistants – A.A.
- 13 – Teacher Assistants – CDA
- 10 – Teacher Assistants – 1 yr. Child Development Certificate
- 1 - Licensed Vocational Nurse
- 1- Computer Specialist – A.A.
- 16 – ISD – B.A. Certified

C. Child Development Credential

The Webb County Head Start program is committed to employing qualified, educated, competent, and trained staff. It is through the efforts of the Staff Development Manager that the program currently employs the following staff with a CDA credential:

- 1 – Coordinator
- 1 – Coordinator Assistant
- 1 - Family Service Workers
- 4 - Area Service Managers
- 13 - Teacher Assistants
- 1 – Disability Aide

Through the coordinated efforts of the Head Start program, a Professional Development Plan has been developed to meet the specialized needs of Head Start employees. Upon request, LCC will make all efforts to customize Child Development Courses to facilitate continuing education requirement for CDA credentials

D. Long Range Goals, Short Term Goals, Objectives, Results and Benefits Expected:

- Next Update Scheduled for December 2015

Long-term Goal: To ensure all enrolled children possess the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

<p>On-going</p>	<p><u>Short-term Goal:</u> The agency will establish effective and outcome driven school readiness goals.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • A School Readiness Team will be formed and will meet three times during the program year. • Governing Body, staff, parents, LISD, UISD, and community partners will be provided training on the Child Development and Early Learning Framework and the program’s School Readiness Goals. • The program will utilize the Child Development and Early Learning Framework that outlines the essential areas of development and learning to establish school readiness goals for children, monitor children’s progress, align curricula, and conduct program planning. • The eleven Domains will be represented in the School Readiness Goals. • The Education Director will present the school readiness goals to the School Readiness Committee annually to update as necessary. • The Head Start Director and Education Director will present the school readiness goals to the governing body for input and approval annually. • The School Readiness Team will ensure and monitor progress in aligning the goals with the Head Start Child Development and Early Learning Framework, Texas Pre-Kinder guideline, and the requirements and expectations of the local education agencies. • ADDED December 2013: The School Readiness Team will provide parents with resources to understand the five essential domains. <p><u>Objective:</u> The agency will have school readiness goals that articulate the program’s expectation of children’s status and progress across the five essential domains of child development and early learning that will improve children’s readiness for kindergarten.</p> <p><u>Update: December 2013</u></p> <ul style="list-style-type: none"> • The School Readiness Team members are added/deleted as necessary. • The School Readiness Team meets two times during a program year (versus three). • School Readiness Goals are established and will be revisited as necessary to maintain effectiveness and produce favorable outcomes. • Child Outcomes are used as a resource in assessing and analyzing educational staff weaknesses and strengths. Strengths are used to enhance the continuous staff development process. Weaknesses are addressed in staff development training to ensure progress toward school readiness goals. • Parents are provided with Outcome Reports to create a graph based on their respective center’s school readiness outcomes. • The School Readiness goals and outcomes include the following
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	<p>subgroups per center: Age, gender, demographics, domains.</p> <ul style="list-style-type: none"> • The Fall, Winter, Spring, and Summer (EHS Only) Outcomes Reports are presented to the Policy Council and the Commissioners' Court.
<p>On-going</p>	<p><u>Short-term Goal:</u> The Teaching Strategies GOLD child assessment system will be used to collect information about children's development.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • The Education Director will engage parents and families in their child's education and inform them of their child's development. • Parents will be informed on how the program uses this information to individualize instruction and learning. • The Education Director will generate reports regarding key findings from aggregating the child assessment data, how that information helped identify patterns of progress and areas where improvement is required, and the progress toward meeting school readiness. • The Education Director will propose improvements or changes to the program design based on the aggregation and analysis of individual child-level assessment data. • These reports will be shared with governing body, staff, parents, and the community. <p><u>Objective:</u> The agency will ensure a systems approach to school readiness.</p>
<p>Added December 2013</p> <p>On-going</p>	<p><u>Short-term Goal:</u> The Pre-K CLASS, researched based observation instrument, will be used to collect meaningful data on classroom quality.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • The Education Director will ensure that staff are trained on the use of the CLASS instrument and become CLASS reliable observers. • The Education Director and Assistants will monitor all teachers during a program year, using four cycles, to ensure inter-rater and dual coding reliability. • The Education Director and Assistants will collect data from CLASS observations and plan staff development trainings based on the analysis of the data. • The Education Director will share results of data collection of CLASS observations with parents, staff, and administration. <p><u>Objective:</u> The agency will maximize the quality of instruction provided to enrolled children and improve teacher/child interactions by way of professional development that is correlated with data collected through the use of the CLASS observation instrument.</p>

Long-Term Goal: The agency will seek the diversification of funding to maximize resources and quality of service delivery.

<p>On-going</p>	<p><u>Short-term Goal:</u> The agency will continually review and update its system of identifying priority program needs.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Frequently update Strategic Plan based on agency needs that are identified by stakeholders, administration, staff, parents, community partners, and delegate agency. • Head Start grant funds (program and T&TA) will be utilized for professional development, educational materials, vehicle replacement, facility upkeep and playground equipment. • Opportunity for increase in funding will be researched and pursued (Pour-in-Place surfacing and shades for playgrounds). <p><u>Objective:</u> The agency will remain focused on grant funding opportunities and maximize its impact on meeting the needs of the children and families it serves.</p> <p><u>Update: December 2013</u></p> <ul style="list-style-type: none"> • Head Start slots were reduced by 64 children due to the Federal Sequester: Two classrooms at Guadalupe Center and two classrooms at Los Presidentes were closed to reflect the reduction in enrollment. • In the event that the funds lost due to the Sequester are returned, the 64 Head Start slots will be reopened. • Early Head Start funds were secured for 72 children. Due to the Federal reduction in funds, the leased property known as Los Presidentes was closed. Three EHS classroom were relocated to Little Palominos and two were relocated to Sierra Vista. The home based option and pregnant women program were equally divided between the two sites. • In the event that EHS receives an increase in funding or an opportunity for expansion of services is offered, the number of center based slots will be increased. The results of the Community Assessment demonstrate a higher need the Center Base Option versus the Home Base option. • As new opportunities for increased HS and EHS funding has not been available, the program will continue to seek diversification of funding by increasing the number of integrated slots with LISD and UISD. The integrated model maximizes funds, enhances teaching strategies, offers a smoother transition to school, and maximizes resources available to children and families. • COMPLETED August 2013: The EHS program that is currently offered at a leased property will be relocated to the Laredo Community College for a decrease in rent to \$1 per year • A needs budget will be prepared by the Head Start Director with management staff and parent input.
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<p>On-going</p>	<p><u>REVISED December of 2013: Short-term Goal:</u> Ensure that the committee includes members of the governing body, program, delegate agency, and the community that can significantly contribute to its success</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Invite a County Commissioner to be a member of the Committee • Invite the Economic Development Director as a member of the Committee. • Identify delegate agency employees that may serve on the committee. • Identify other community members that may serve on Committee. • Resource Development Committee will meet as necessary. <p><u>Objective:</u> The agency will utilize all resources available to ensure all funding opportunities are considered and applied for it applicable.</p> <p><u>Update: December 2013</u></p> <ul style="list-style-type: none"> • The agency has entered into an integration model with LISD to braid funding to serve dually enrolled children. • The program is in partnership with UISD to braid funding to serve dually enrolled children. • Currently, the program entered into an integrated model with LISD and serves dually enrolled children at J.C. Martin Elementary School, Height Elementary, and Anita T. Dovalina Elementary. • Currently, one Head Start center houses a UISD teacher and serves 17 dually enrolled children at Larga Vista. • The program is planning for the consideration of expansion of integrated classrooms with LISD at the Sanchez Ochoa Elementary campus. • The Committee has been formed and will meet in February of 2014.
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<p><u>Long-term Goal: Develop a comprehensive technology plan to enhance service delivery.</u></p>	
<p>On-going</p>	<p><u>Short-term Goal:</u> Ensure that the program provides a diverse array of technology-enhanced environments so that each student experiences engaging and challenging instruction that results in high levels of learning, each teacher has access to information and resources that provide rich and rigorous instruction, and all employees have access to quality data for making informed decisions and deploying resources.</p> <p><u>Strategy:</u></p> <ul style="list-style-type: none"> • Continually assess staff technology skills and develop training program based on staff needs. • The agency will maintain an automated system for child data tracking, and all staff that will utilize the system will be trained on computer use skills. • Education staff will use lap tops to document in the Teaching Strategies Gold on-going assessment and use I-Pad to increase learning opportunities for children during lesson time. Family services workers are utilizing the software to enter enrollment and monitor data.

	<ul style="list-style-type: none"> • The health content area is also utilizing the database for monitoring purposes. • The records management department (human resources) is in the beginning stages of utilizing the database for tracking purposes. • The agency will purchase lap top computers to be used for child outcomes inputting, monitoring, and trainings. • The agency will consider the purchase of I-Pads for classroom use, as they are compatible with the Creative Curriculum. • The Finance Committee will assess the on-going operations budget and seek funding opportunities for purchase. <p>Objective: The agency will promote the use of technology to implement the Head Start Program Performance Standards to improve work performance of employees and student success.</p>
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<p><u>Long-term Goal:</u> Ensure the agency facilities and equipment are quality focused.</p>	
<p>On-going</p>	<p><u>Short-term Goal:</u> All agency facilities and equipment will be assessed for quality assurance and safety.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Periodically assess the costs of maintaining facilities versus replacement. • Conduct monthly inspection checklist by center staff and maintenance workers. • Utilize the results of the annual community assessment to determine the areas in most need of Head Start and Early Head Start services. • Consider partnerships with private schools for integration of services. <p><u>Objective:</u> All agency equipment and facilities will be monitored for safety and efficiency on an on-going basis.</p> <p><u>Update: December 2013</u></p> <ul style="list-style-type: none"> • For the 2013 – 2014 program year, the Early Head Start program has been relocated to the Laredo Community College Campus and the Sierra Vista Head Start center for a significant cost savings and better location with improved access to enrolled students (ESL, GED, and Community College). • The Little Palominos Head Start classes have been integrated with LISD at Dovalina Elementary. • Russell Terrace was moved to Jesus Garcia campus for better staff management, improved food delivery service, improved location, and less facility maintenance costs due to the consolidation of two campuses. • As the program increases integration with LISD, leased and/or older

	<p>facilities are being targeted for relocation to the school classroom (Guadalupe Center).</p> <ul style="list-style-type: none"> • The program will plan for a relocation of the Jorge De La Garza Head Start Center to facilitate improved maintenance and program cost savings (rent). • The program will continue to make it a priority to budget for the replacement of playground surfacing (pour-in-place). • The Community Assessment continues to demonstrate a strong need for expanded Head Start and Early Head Start services. • Partnership with private school is not being pursued due to the success with the integrated model with LISD. • The program will continue to request donated vehicles from Webb County. • The program will continue to seek funds to equip all playgrounds with shades.
<p>On-going</p>	<p><u>Short-term Goal:</u> The agency will assess the cost of maintaining versus replacement of agency vehicle.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Partnerships with school districts and private day cares to strengthen and enhance transportation services (fleet). • Conduct vehicle inspection check list on a regular basis. • Analyzing a system process for cost analysis during budget process. • Consider the purchase of agency vehicles for the 2014 – 2015 fiscal year. <p><u>Objective:</u> The agency will have a system in place for maintaining and replacing vehicles on an on-going basis.</p> <p><u>Update: December 2013</u></p> <ul style="list-style-type: none"> • The above is ongoing. • Purchased a van and two maintenance trucks • Received a vehicle from Webb County • Computerized program was not pursued as it has been determined that all agency vehicles over 7 years of age should be replaced when funds are available. • Regular inspections on agency vehicles are conducted on an on-going basis. • The integrated model with LISD has allowed for transportation to be provided by LISD for integrated classrooms.

<p><u>Long-term Goal:</u> To seek the development of new and expand existing partnerships with community organizations to promote the access of children and families to community service that are responsive to their needs.</p>	
<p>On-going</p>	<p><u>Short-term Goal:</u> Upon Completion of the Community Assessment / Community Assessment Update, the agency will inform the community of its findings.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Review findings on needs of childcare for infants and toddlers and areas of need. • Assess current service providers for infant and toddler childcare. • Share the community assessment data with the social services community members during committee meetings. • Develop a partnership with community providers that serve infants and toddlers. • Complete a feasibility study addressing cost, resources, and recruitment. • Strengthen partnership with Delegate Agency, Texas School Ready Grant, Laredo Independent School District, and United Independent School District. <p><u>Objective:</u> The agency will utilize all Community Assessment information as a tool for meeting the needs of the program and the community.</p> <p><u>Update: December 2013</u></p> <ul style="list-style-type: none"> • The program is working with LISD to expand integration model for the 2014 – 2015 school year (Tomas Sanchez / Hermelinda Ochoa Elementary School). • The Transition Committee members include ISD employees and are in discussions regarding implementation of Texas School Ready strategies. • The nutrition pilot program will be fully implemented in all LISD / Head Start integrated classrooms for the 2014 – 2015 school year.

<p><u>Long-term Goal:</u> To meet all State and Federal career and professional development requirements.</p>	
<p>Ongoing</p>	<p><u>Short-term Goal:</u> Develop professional development plan for all educational teaching staff.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Continue to revise (if necessary) current staff member’s professional development plan. • Provide incentives by increasing salaries/promotions to those obtaining credentials or degrees (if budget allows). • Through staff on-going assessment (CLASS observation) and employee evaluations, the program will provide training/assistance to meet staffs’ needs and goals based on Individual Professional Development Plans. • Continue discussions with LISD and UISD for possible integration of

funds to hire Head Start teachers who obtain a degree or certification.

Update: December 2013

- All teaching staff completes a Professional Development Plan and update it annually.
- COLA funds have been applied to increase salaries.
- Laredo Community College received staff development grants to be used for Head Start teachers.
- The Education Director has a Master’s degree in Education.
- The Education Assistants obtained Bachelor’s degrees.
- 80% of the Family Service Workers have obtained a credential.
- All newly hired EHS staff are currently pursuing required credentials.
- Discussion with ISDS for expansion of braided funding is being considered each year.
- The program will continue the current partnership with Laredo Community College and Texas A&M International University.
- The CLASS results will be used for mentor coaching, professional development and staff trainings (individual and small group).
- The program will provide on-going training in reference to dual language learners.
- The program will increase the number of staff who are CLASS reliable, certified trainers.

Long-term Goal: To ensure a system of services for families and children that is responsive, comprehensive, innovative, empowering, culturally competent, integrated, easily accessible, and outcome focused.

On-going

Short-term Goal: The agency will use all resources available to maintain knowledge of current community needs.

Strategies:

- The Education Director presents the Head Start curriculum and request input/feedback from ISD members related to school readiness and child outcome framework.
- The Specialized Services staff and Family Service Workers will ensure that not less than 10 percent of the total number of children actually enrolled will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (IDEA).
- The program will remain informed of community needs and issues. The program has been proactive in providing information and opportunities for training regarding prevention of communicable diseases.

Objective: The agency will utilize staff/parent input and community partners to enhance all program services.

	<p><u>Update: December 2013</u></p> <ul style="list-style-type: none"> • Due to the success of the Transition Committee meetings the RTI process has improved and the Agency is meeting the 10% requirement. • Staff and parent/caregiver trainings continue regarding health issues (ex. Diabetes classes at Main Office), breast feeding, maintaining healthy relationships, healthy marriages, housing needs, budgeting classes, parenting classes, and stress management. • The implementation of the Head Start Parent, Family, and Community Engagement Framework to promote family engagement and school readiness is ongoing. • The Parent, Family, and Community Engagement Frameworks have been aligned with the School Readiness Goals to demonstrate program planning efforts directed to create parent leadership in program governance, parent involvement in program settings and enhance parent-child relationships. <ul style="list-style-type: none"> • “Abriendo Puertas” is no longer a pilot program. It has been fully implemented to include all parents, grandparents, and caregivers. Abriendo Puertas address issues identified in the Community Assessment such as Diabetes, Obesity, and other health related issues prevalent in this service area. • Community partners (Gateway Clinic, Laredo Health Department, UISD) are providing Head Start / Early Head Start parent/staff trainings on prevention of influenza A & B (versus H1N1) and are providing outreach efforts for the flu vaccination.
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Results and Benefits Expected:

Through this three year planning process, the agency expects to integrate County, program, delegate agency, and community partner services, needs, and resources to become an exemplary model of service delivery. All stakeholders will work together to fully integrate the planning process so that it will become a fundamental, contributing factor to the agency’s planning and success. It is the expectation that this Strategic Plan will assist the program with keeping its focus on organizational activities that assist in the agency decision-making process. While internal issues are important to the success of any program, it is the hope that the goals outlined in this plan will help to examine the “big picture” and find ways to impact the success of the agency as a whole. As the Strategic Plan focuses its activities to broader organizational issues, measures will be expanded to gauge the impact this plan has on agency goals and mission. Then, the measurement data will be used to inform agency-level decisions. A benefit of this Strategic Plan is to integrate the relationship between community partners and this agency in becoming more integrated. Nevertheless, there is still a long way to go if Webb County Head Start / Early Head Start is to become a strategic partner at all levels. To do so, this agency will use the planning process to strengthen internal competencies and find ways to offer creative and innovative solutions to community wide issues. As this agency’s role in community activities increases, so too will the alignment of community partners’ role in this agency’s accomplishments.

III. Approach

For the 2014 – 15 program year, 1,218 qualifying children will be provided with Head Start services. The first day of classes will be August 25, 2014. A center-base option will be available to Head Start families. Head Start children will be served from 8:30 am to 2:30 pm.

A. Program Changes

- MOU with Laredo Independent School District (LISD) will be expanded from eleven (11) integrated classrooms to fifteen (15):
 - Four (4) additional Head Start Classrooms will be integrated at Tomas Sanchez / Hermelinda Ochoa Elementary School, 211 E. Ash, Laredo, TX 78040.
 - Increase in slots (64) due to restoration of 2013 Sequester funds:
 - 4 classrooms at Sanchez Ochoa will serve 17 each.
 - ***The details of the agreement are attached to this application electronically via document upload to the GABI.***
- MOU with United Independent School District will remain in effect, with the UISD teacher located from Larga Vista Head Start Center (5411 Cisneros).
 - ***The details of the agreement are attached to this application electronically via document upload to the GABI.***
- The program will operate 68 classrooms versus 65; Funded Enrollment is increased from 1,154 to 1,218 (+64) due to the 5.27% increase in funding. The 2013 Sequester resulted in the closing of 4 classrooms. The program will add 3 classrooms with the restoration of funding while serving the same amount of children prior to the Sequester. Sixteen (16) slots were added to centers throughout Webb County, depending on the area of need. No classroom serves more than 20 children.
- The following changes were made to the General Order of Personnel.
 - Positions eliminated by attrition due to integration with LISD:
 - 1 - Teacher
 - Vacant positions eliminated (attrition) for 2014:
 - 1 – TTA Manager
 - 1 – Classroom Aide
 - 3 - Full Time Substitutes
 - 1 – Kitchen Aide position was moved to Early Head Start.
 - 2 – Area Service Manager positions were cost allocated with Early Head Start.
 - 2 – Family Service worker positions were cost allocated with Early Head Start.
 - Positions added:
 - 1 – Part Time Custodian / 1 Part Time Office Clerk

C. Education and Early Childhood Development:

1. All Children will be given the following opportunity within the center:

- a. Learn concepts and develop in all areas of development while acquiring skills to learn English as a second language.
- b. Explore and learn from the following areas:
 - Block Area-When children construct, create, and represent their experiences with blocks; they grow in all areas of development.
 - Dramatic Area-Children will engage in pretend play that strengthens their understanding of the world and develop skills that will help them throughout their lives.
 - Music Area-Music will provide an outlet for children's high spirits and creative energy. Music experiences help develops both sides of the brain.
 - Library Area-An opportunity to explore the world of books, print, increase vocabulary, and start their interest in reading and writing.
 - Art Area-Children can create designs and represent their ideas in a visual form. They will put together products of their own creation and enjoyment.
 - Manipulative Area-To develop fine motor skills through hands on activities.
 - Math/Science Area-Will help nurture children's curiosity and use their thinking skills to investigate and explore.
 - Literacy/Writing Area-Children will participate in a program that will introduce letters of the alphabet, recognize print and associate sounds with written words.
 - Computer Area-Children will learn from computers to investigate questions, solve problems, and explore and manipulate objects on a screen.

2. All enrolled children will be provided with the following screenings and assessments:

- Language Profile/Dominant Learning Style/Temperament & Interests
- Developmental Screening (LAP-D)
- Hearing and Vision Screening
- Behavioral Screening: DECA (Devereux Early Childhood Assessment)
- Ongoing Assessment (Teaching Strategies GOLD-Fall, Winter, and Spring)

3. Compiling and Evaluating Educational Progress and Outcomes

The program will use the Teaching Strategies GOLD as an assessment tool to determine where each child is developmentally and track the progress for planning learning experiences in the five essential domains: physical development and health, social and emotional development, approaches to learning, language and literacy, and cognition and general knowledge. The Teaching Strategies GOLD is a teaching assessment that enables teachers to obtain useful information about children's knowledge, skills, and progress by observing, documenting, analyzing, and reviewing children's work over time. This assessment system provides teachers with a reporting method for mapping the children's progress. Teachers will collect and document on 38 objectives. A report will be generated which will demonstrate the children's outcomes through the use of tables and bar graphs. This report will be done three times a year (Fall, Winter,

and Spring). Through the ongoing analysis of this data teachers will be able to effectively individualize and meet the needs of every child. Other effective ways that the program collects facts is through the use of collecting children's work samples and maintain a portfolio for each child.

4. School Readiness Goals

Close to a million U.S. children prepare for school in Head Start Programs throughout the Nation. Each year, more than 470,000 children of low income families transition from Head Start to kindergarten. For this reason, the Webb County Head Start/Early Head Start program's mission is to promote school readiness by enhancing the social and cognitive development of enrolled children through the provision of health, education, nutritional, social, and other services that are determined to be necessary.

The Webb County Head Start/Early Head Start program's school readiness goals are aligned with the Head Start Child Development and Early Learning Framework, the Texas Pre-K Guidelines, and the requirements and expectations of the schools. The program established a School Readiness Leadership Team, consisting of administration staff, education content area, area service manager, teacher, teacher assistant, parents, and local elementary school representatives. The team will meet during the school year to work on, revise, and update the program's school readiness plan, its goals and objectives.

The Webb County Head Start/Early Head Start program assesses children with the Teaching Strategies GOLD assessment system, a seamless, observation-based assessment system for children from birth through kindergarten that blends ongoing, authentic assessment in all areas of development and learning with intentional, focused performance assessment tasks for selected predictors of school readiness in the areas of literacy and numeracy. It is aligned with the Texas Pre-K guidelines as well as with the Head Start Child Development and Early Learning Framework. Designed for use as part of meaningful, everyday experiences in the classroom or program setting, Teaching Strategies GOLD is inclusive of children with developmental delays and disabilities, children who are English-language or dual-language learners, and children who are advanced learners. Teaching Strategies GOLD measures the knowledge, skills, and behaviors that are predictive or most important for school success, focusing on 36 basic objectives and two additional objectives related to English language acquisition. Objectives are organized into nine areas of development and learning; the first four describe major areas of child growth and development (social-emotional, physical, oral language, and cognitive), and the following five focus on content learning (literacy, mathematics, science and technology, social studies, and the arts). A tenth area, English language acquisition, helps teachers follow a child's progress in acquiring both receptive and expressive language in English.

Young children vary widely in their skills, knowledge, backgrounds, and abilities. Teachers use ongoing informative assessment of each child's skills to plan instruction and to engage all children. Each child is given learning opportunities based on his or her strengths and needs. The lessons, activities, and individual instruction are part of the lesson plan.

Families play a critical role in helping their children be ready for school and for a lifetime of academic success. Together, teachers and family share information on their child's development and progress. A plan for school and home is developed during home visits and teacher/parent conferences.

The child assessment data is aggregated three times during the school year, in the fall, winter, and spring. The analysis of this data helps the program identify patterns of progress and areas where improvement is required. The program has identified the following goals and objectives for infants, toddlers, and preschool children that will help them become ready for school.

ESSENTIAL DOMAIN: Social Emotional Development

Program Goal: Children will develop skills necessary to foster secure attachments with adults, maintain healthy relationships, regulate one's behaviors and emotions, and develop a healthy concept of personal identity.

School Readiness Goals:

Children will maintain healthy relationships and interactions with adults and peers.

Children will demonstrate perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

Children will recognize and regulate emotions, attention, impulses, and behavior.

Children will demonstrate a healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

ESSENTIAL DOMAIN: Physical Development and Health

Program Goal: Children will increase their physical well-being, control of body and muscles, nutrition, exercise, hygiene, and safety practices.

School Readiness Goal:

Children will maintain a healthy and age appropriate physical well being.

Children will demonstrate an understanding of healthy and safe habits and practice healthy habits.

Children will control large muscles for movement, navigation, and balance.

Children will control small muscles for such purposes as using utensils, self-care, building, and exploring.

ESSENTIAL DOMAIN: Language and Literacy

Program Goal: Children will increase abilities in receptive and expressive language and knowledge and skills that lay the foundation for reading and writing. Children who speak a home language other than English will develop receptive and expressive English language skills.

School Readiness Goals:

Children will comprehend or understand language.

Children will demonstrate ability to use language.

Children will demonstrate interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

Children will demonstrate an awareness that language can be broken down into words, syllables, and smaller pieces of sound.

Children will identify names and sounds associated with letters.

Children will demonstrate knowledge of the concepts about print and early decoding (identifying letter-sound relationships).

Children will become familiar with writing implements, conventions, and emerging skills, to communicate through written representations, symbols, and letters.

ESSENTIAL DOMAIN: Approaches to Learning

Program Goal: Children will become engaged in social interactions and learning experiences by participating in a range of activities that allow for creative and imaginative expression.

School Readiness Goals:

Children will demonstrate an interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

Children will demonstrate an ability to begin and finish activities with persistence and attention.

Children will demonstrate an interest and engagement in group experiences.

Children will use voice and instruments to create sounds.

Children will use body to move to music and express oneself.

Communicate feelings and ideas through dance and movement.

Children will use a range of media and materials to create drawings, pictures, or other objects.

Children will portray events, characters, or stories through acting and using props and language.

ESSENTIAL DOMAIN: Cognition and General Knowledge

Program Goal: Children will increase their ability to think through problems and apply strategies for solving them.

School Readiness Goals:

Children will demonstrate ability to recognize, understand, and analyze a problem and draw on knowledge or experiences to seek solutions to a problem.

Children will use symbols or objects to represent something else.

Children will demonstrate understanding that numbers represent quantities and have ordinal properties.

Children will use numbers to describe relationships and solve problems.

Children will demonstrate understanding of shapes, their properties, and how objects are related to one another.

Children will recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

Children will observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

Children will acquire concepts and facts related to the natural world and the understanding of naturally-occurring relationships.

Children will demonstrate understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

Children will demonstrate understanding of the relationship between people and the environment in which they live.

Children will demonstrate understanding that events happened in the past and how these events relate to one's self, family, and community.

- After each checkpoint, the two school readiness goals in each of the five essential domains that require more improvement are identified.
- Educational staff is provided with the school readiness goals which will be targeted for the trimester.
- The Education Content Area staff provides training to teachers during Pre-Service and throughout the program year.
- Together, teachers and the Education Content Area staff works towards improving the school readiness goals needing improvement.

- The Education Outcomes Report is available on the Webb County web page and shared with parents, governing board, and the community during parent meetings, policy council meetings, and Commissioner's Court meetings.

D. Child Health and Development Services:

All children will be provided with the following services:

- Medical examination
- Dental examination
- Lead examination
- Medical follow-up (if necessary)
- Eye Exam (if necessary)
- Hearing Exam (if necessary)
- Blood Exam (if necessary)
- Blood Pressure Exam (if necessary)
- Prescription medication (if necessary)
- Dental follow-up (if necessary)
- Special clinics (if necessary)
Ear, Nose, Throat, etc.

E. Family and Community Engagement:

All families will be provided with the following services:

- Development of an Individual Family Partnership Agreement:
Communication with families begins when the application is initiated. Upon enrollment, the Individual Family Partnership Agreement is explained and goals are created. Family Service Workers will work with families with respect to their culture, traditions, lifestyle language and values of each family and community. On-going communication occurs with families through daily visits at the centers, telephone calls, parent meetings, parent conferences, newsletters, home visits, etc. Additionally, Family Service Workers will coach, educate and advocate for the family and support them in advocating for themselves and to enable parents to serve as their child's first teacher, as advocates for their children's education and as allies of public schools in ensuring that children learn to their fullest potential.
- Community Resources:
A Community Resource Directory which lists local service agencies is provided to all parents. Additionally, families are offered trainings throughout the year on topics including domestic violence, gang intervention, budgeting, etc. If necessary, out-of-agency referrals are initiated and follow-up takes places regularly. Family Service Workers will assist families in need with accessing community resources and identifying unmet family needs to help them improve their lives.
- Staffing and Trainings:
Local agencies and private consultants are contracted, as needed, to provide support, trainings and technical assistance to staff and parents. Staff is also offered opportunities to attend trainings in the community, attend conferences, and enroll in college courses for professional advancement and enrichment.

▪ Other Social Services (as needed).

The Family and Community Services Advisory committee was created to assist Head Start staff in meeting the needs of families in crises. The committee is composed of six (6) Head Start parents, three (3) Head Start staff members, and a community professional in the field of social service. The committee meets twice a year or when the need arises.

F. Disability Content Area:

All children will be provided with the following services:

- Screening for early identification and possible need for special services.
- If needed, formal evaluation of Speech, Occupational, Physical, psychological, neurological to determine eligibility for disability service.
- If a child meets disability criteria for special services, an individual plan will be developed: Individual Education Plan by Local Education Agency or Individual Family Service Plan by Early Childhood Intervention Services Program, with parental and staff input.
- Children assessed/diagnosed will be provided with appropriate services/therapy needed. If transportation is needed for such therapy, arrangements will be made.
- Opportunities for parents to attend training on various disability related topics.

G. Parent Involvement

All children/families will be provided with the following services:

- Orientation of all Head Start services to enable parents to participate in the planning and implementation of all program content areas.
- Program governance training.
- Opportunities for parents to volunteer and be engaged in program operations.
- Training on community services to promote awareness and utilization of available resources.
- Referral and linkage to local educational and work training institutions, which may lead to self-enrichment and gainful employment.
- Two home visits and two teacher/parent conferences to enable staff to acquire a better understanding of each child's abilities and experiences.
- Monthly newsletter, calendars, and policy group meeting so as to maximize communication mechanisms between Head Start staff and families.
- Opportunity for parents to engage and participate in program and community committees/councils/organizations
- Conferences, trainings, and meetings to promote the role of fathers in building father/child relationships.
- Conferences, trainings, and meetings to promote healthy family relationships.
- Special program events to promote cultural awareness and enhance community awareness.
- Head Start parents and former parents are provided many opportunities to advance personally and professionally. Qualified parent applicants are given priority for employment with the program.

H. Child Nutrition Content Area:

All children will be provided breakfast, lunch, and an afternoon snack on a daily basis at times indicated on the classroom schedule. Laredo Independent School District provides breakfast and lunch for the integrated classrooms at J.C. Martin, [Dovalina](#), and [Tomas Sanchez](#) and Heights

Elementary. The afternoon snack is provided by the Webb County Head Start's Child and Adult Care Food Program.

At the Webb County Head Start program, meal time is part of the holistic educational philosophy. This approach allows for instruction and modeling of disease prevention and the promotion of healthy food choices. While providing for the child's nutritional needs, the nutrition program offers each child the opportunity for:

- Building positive self-esteem by promoting decision making skills and teaching independence through the use of the family style serving system.
- Building good eating habits and attitudes toward healthy food by introducing a variety of unfamiliar nutritious foods thus preventing and or addressing obesity.
- Building socialization skills by demonstrating that meal time is a pleasurable and enjoyable experience.
- Building food etiquette by teaching mealtime activities such as table setting, food preparation, serving food, and cleaning up.
- Building a healthy lifestyle through exercise and nutrition education curriculum and individualizing each child's nutritional needs.

A Registered Dietician (RD) is on contract for assistance. The RD provides ongoing training, nutrition counseling, and menu revision for children with prescribed dietary modifications. Some of these services are offered as an in-kind donation to the program.

A vital part of the Nutrition component is the Nutrition Health Service Parent Committee, primarily composed of parent representatives from all center sites. This committee empowers parents by educating them on nutrition fundamentals and by providing their input in planning menu entrees, current nutritional services and healthy life style eating and exercises. The nutrition education program has made a positive impact on the nutritional knowledge and eating habits of enrolled children and parents by addressing obesity issues through meals, activities, and trainings to children, staff and parents.

I. Child Mental Health Content Area:

All 1,154 children will be provided with the following services:

- Behavioral screening with parental input for early identification of possible need for mental health intervention.
- Classroom observations and/or mental health consultations done by professionals in the field.
- Education on mental health issues.
- Follow-up on children with behavioral concerns.
- Individual Observations when necessary (with parental consent).
- Parent/Teacher conferences with a consultant when necessary.
- Positive Guidance Plan/Behavior Modification when necessary.
- Referrals to community agencies for children and their families when necessary (individual therapy, play therapy, group therapy, family therapy, parenting skills).
- Opportunities for parents to attend group discussion on child growth & development, discipline, maternal depression, and other areas of concern.

J. Transportation:

All children and their families will be offered the opportunity to receive the following services:

- Daily transportation services upon request.
- Safely trainings for parents and children.
- Educational curriculum in Transportation.
- Evacuation drills – On Board the School Bus.
- Danger Zone/Safe Crossing trainings.
- Boarding, Exiting, and Riding Appropriate Behaviors trainings.
- Vacation Safety related to Transportation.

IV. Budget Appropriateness and Reasonableness:**A. T/TA Total Budget****\$95,829**

It is the Webb County Head Start's vision to serve as an exemplary model of a comprehensive and innovative service delivery program. As a result of the Head Start program's support for professional and educational advancement of staff, this program is well on its way toward achieving this vision as evidenced by the successful outcome of the 2013 Federal Review. It is the belief of this program that well informed, inspired, and prepared staff promotes child and family success. Therefore, it is critical for Head Start to dedicate time and funds to train and support both new and seasoned staff. Staff development is the key to this vision. The Training and Technical Assistance budget has enabled this program to contract qualified, professional consultants to provide training for staff and parents. In addition, this budget affords the opportunity to enroll staff in college courses (on campus and on-line), develop program-tailored child development courses, and send staff to trainings and conferences (local and out-of-town).

All staff members are strongly encouraged to advance educationally. If a staff member has no means of paying for educational expenses and does not qualify for financial aid, the Head Start program will cover the cost of tuition and books (to the extent funds are available). A majority of Head Start teachers are parents of young children and can only attend college during working hours. The philosophy of Head Start (upward mobility) is evidenced by the program's flexibility in allowing staff to take educational courses during the work day (after having signed an agreement to work for the program for three years after having earned their degree/credential and with approval from the Head Start Director). The program employs twenty substitute teachers who are able to cover for staff members attending classes. Additionally, Laredo Community College (LCC) has modified its course schedule to meet the needs of staff by offering Early Childhood courses at times that are convenient for the program. Due to the working relationship that this program has with LCC, staff members have the opportunity to earn an Associate's Degree in Early Childhood and complete the basic coursework required for a Bachelor's degree.

Contingent on the availability of funds, educational opportunities will be offered to administrative staff that is committed to continuing their employment with the Head Start program after obtaining their degree (Bachelor's, Master's, and Ph.D.). Staff members who are approved to take advantage of this opportunity will be sponsored by Head Start for their tuition and books (to the extent funds are available) after having signed a letter of commitment. Classes are not limited to Texas A&M International University and may be taken on-line or at a college of the employee's choice.

The program employs a Training/Transition Manager who is responsible for planning and implementing all transition activities. These activities include the participation of parents, community agencies and the two local school districts. A Transition Advisory Committee oversees these activities. The Committee is comprised of representatives from both school districts, parents, and community representatives. In particular, an Assistant Superintendent, school Nurses, Teachers, Rehabilitation Instructors, Special Education Directors, Head Start Administration, and key management personnel play an important role in this committee. The primary transition activity planned by this committee is the annual Transition Parent Conference, which takes place in April. During the conference, parents are provided with workshops in the areas of child growth and development, medication policies, teenage pregnancy, etc. The local school districts present sessions to provide parents with information so as to facilitate a smooth transition into the public school system. The districts provide pamphlets and handouts to inform the participants of registration requirements, the district's curriculum, immunization needs, special education needs, and parent involvement activities. The Head Start Program provides all participants with a canvas bag designed with a special transition logo. This bag includes numerous tokens, a conference agenda and informational flyers. During this conference, participants not only receive educational information, but they are afforded an opportunity to meet other parents and enjoy the amenities provided by the program, such as the Parent Volunteer Recognition luncheon, during which certificates and awards are presented to the Top Male and Female Volunteer of the Year and Community Volunteer of the Year.

<u>Category</u>	<u>Purpose</u>	<u>Amount</u>
■ Travel	Airfare, per diem, mileage, taxi for governing body, staff members and parents to attend the National Head Start Conference, National Parent Conference, Regional Conference, Texas Head Start Association Conference, South-by-Southwest Director's Conference and other trainings and conferences as deemed necessary. ****PROJECTED Breakdown of Expenses below ***	33,000
■ Supplies		
Recognition Supplies	Special Awards, Certificates, Incentives, Plaques, Tokens, Seasonal /Occasional Greeting Cards, and the like for staff/parents as incentives for educational accomplishments, excellent performance, low absenteeism, obtaining GED, Teacher Appreciation Week, etc.	2,000
Training / Meetings / Conference Supplies	Materials needed for staff and parent trainings and conferences (First Aid, CPR, Transition Conference bags, books, videos, pens, highlighters, pads, etc.)	2,000
College Books	Books and materials for educational enhancement/advancement and CDA certificate.	500
■ Contractual		
Training Consultant	Fees for hiring consultants	15,000
■ Other		

CDA Fees	Fees for licenses and renewals	800
Training Registration	Conference and Registration Fees	19,600
College Tuition	Tuition for staff to attend college (Texas A&M University, Laredo Community College, and Other Colleges (on-line courses, etc.).	11,000
Meetings / Conferences	Fees for staff/parent/community representative training luncheons (food and drink) and conferences, including Supervisory Training, Transition Conference, Staff Appreciation Awards Ceremony and the like. Fees for conference/meeting room rental.	9,929
Parent Involvement Initiatives	<ul style="list-style-type: none"> •All provisions needed to support parent initiatives •Reimbursement to parents for gas, mileage, childcare services, and other reasonable expenses to enable parents to attend program activities (Transition Conference, Fall Parent Conference, Building Family Relationships Day, Educational Conferences, Father Involvement/Healthy Relationship trainings, Parent Volunteer Awards ceremony, GED Testing Fees, GED/ESL Recognition Ceremony, Policy Council meetings, conferences, and trainings). •Food, beverage, supplies, material, etc. needed for all parent trainings. 	2,000
Total T&TA:		\$95,829

***** Break down of TRAVEL Expenses *****				
Number of Employees	Purpose of Travel	Title of Staff	Destination	Cost
4	National Head Start Conference	Parents, Governing Body, Administration, Coordinators, and Assistants	To Be Determined	4,000
4	National Head Start Parent Conference	Parents, Administration, Coordinators	To Be Determined	4,000
25	Regional / State Conferences – Number of Conference to be determined	Parents, Governing Body, Administration, Coordinators, and Assistants	Head Start Region VI State and/or Texas	15,000
12	Specialized Content Area Trainings – Number of Conferences to be determined	Administration, Coordinators, Assistants, Area Service Managers, and Family Service Workers	To Be Determined	10,000
Total Travel:				\$33,000

B. Refunding Budget

Equipment (Back-up Information Under Document Upload) \$ 108,955

The amount of **\$32,878** is being requested to install “Poured-in-Place” Playground Surfacing at one center site (J.C. Martin). The program plans to resurface the playground, which currently has pea gravel, by using the “Poured-in-Place” surfacing which consists of a basement of 100% recycled rubber and polyurethane. This surfacing is designed for playgrounds and water play areas. The laws of the Davis-Bacon Act will be complied with by the program and the vendor.

Surfaces vs. Pea Gravel are:

- Rubber safety surface minimizes risk of head injuries;
- Allows rapid and easy wheel-chair access;
- Maintains safety and aesthetic integrity in all conditions;
- Designed to meet latest standards of F1292 as well as CPSC (Consumer Product Safety Commission) guidelines;
- One complete smooth unitary surface that will not shift or move to avoid inconsistency or and preventing tripping conditions gaps (virtually maintenance proof).

The amount of **\$69,872** is being requested to purchase three vehicles. A Ford Transit Connect XL Van (\$21,200) is being requested for the transportation department to be used for food delivery, and an F-150 4x2 Regular Cab truck (\$19,594) is being requested for the maintenance department. Currently, the program is using old model vehicles (1970s and 1980s), and it is becoming more difficult to repair and maintain these vehicles. A Toyota Sienna (\$29,078) is being requested for use by all staff. Currently, the program shares two 2010 Mazda Vans for in-town and out of town use.

*An additional **\$6,205** was added to the total amount of funds requested for equipment due to variances in cost over the time from the date of this application to the date of financial award.

Total Supplies \$159,152

<u>Category</u>	<u>Description</u>	<u>Amount</u>
Office	Pens, pads, tape, etc.	16,000
Uniforms	Maintenance, Bus Driver uniforms	4,000
Janitorial	Cleaning/Bathroom supplies	42,152
Minor Apparatus/Tools	Lawn mowers, microwave ovens, refrigerators, vacuum cleaners, computers, printers, cameras, video camera, monitoring system for classrooms, etc.	9,000
Classroom	Instructional material/supplies	70,000
Medical/Dental	First aid kits, toothbrushes, toothpaste, etc.	8,000
Disability	Recommended supplies for disabled children	4,000
Kitchen	Wraps, gloves, pots/pans, disinfectants, dishes, etc.	5,000
Postage	Stamps	1,000
	Total:	159,152

Total Contractual Service

\$407,000

<u>Category</u>	<u>Description</u>	<u>Amount</u>
Laredo ISD	Contract for 15 Integrated Teachers	375,000
United ISD	Contract for 1 Integrated Teacher	25,000
Independent Audit	Annual CPA Audit	<u>7,000</u>
Total =		<u>407,000</u>

Total Occupancy

\$ 490,836

▪ Rent (FMV are on file)

\$132,619

<u>Center</u>	<u>Monthly Rent</u>	<u>Annual Rent</u>
Springfield Acres	550.00	6,600
Magic Corner	650.00	7,800
Jesus Garcia (land)	900.00	10,800
Tatangelo (land only)	616.00	7,392
Villa Alegre (land only)	893.00	10,716
Floyd (land only)	2,354.17	28,250
Jorge de la Garza	500.00	6,000
VIMOSA – Estimated Taxes as per Lease Terms	N/A	4,181
Annex (land only)	400.00	4,800
Main Office	3,460	41,520
Storage Space	380.00	4,560.00
Total =		<u>132,619</u>

- Utilities: \$176,981
light, water, gas for 17 centers and 3 office buildings.
- Telephone \$ 55,000
Telephone/Fax/Internet for 15 centers and 2 offices
- Building Insurance \$39,236
Liability insurance for all buildings
- Center Maintenance/Repairs \$75,000
Repair / maintenance / fire alarm system
- State Registration Fees \$ 6,000
Renewal of State License for centers.
- Day Care Licensing Fees
Health & Fire Dept. \$ 6,000

Sub Total: \$ 490,836

Total Equipment Rental and Repair

\$48,000

- Equipment Rental
Pagers, Faxes, Copiers 30,000
 - Equipment Maintenance/Repairs
(a/c, stoves, lawn mowers, etc.) 18,000
- Total: \$48,000**

Total Child Travel **\$75,249**

- Vehicle Insurance 11,290
Insurance for all Head Start vehicles
 - Vehicle Fuel & Lubricants 47,959
 - Vehicle Parts & Maintenance
Maintenance for vans, maint. trucks, and busses 16,000
- Total: \$75,249**

Total Staff In-Town Mileage **\$ 10,000**

- Mileage for staff to attend parent conference meetings, office meetings, monitoring visits, home visits, center visits, etc.

Total Child Services **\$ 12,000**

- Med/Dental Services 3,000
 - Mental Health Services 9,000
- Total: \$12,000**

Total Insurance **\$ 8,669**

- Child Liability Insurance 7,649
 - Public Official Liability 520
 - Fidelity Bond 500
- Total: \$ 8,669**

Total Printing / Advertising **\$ 1,000**

- Publications of employment positions, recruitment flyers, etc.

Total Nutrition/Food/Non-USDA (Dixie cups) **\$ 5,000**

- Non-reimbursable USDA food items and kitchen equipment.
- Funds to cover potential USDA deficit due to an increase in prices of food products, maintenance for kitchen equipment, space rental, equipment rental, and similar expenses that result in a higher cost of operation for the food program.

Utilization of USDA Funds

\$781,331

The Webb County Head Start program will continue to utilize United States Department of Agriculture Child and Adult Care Food Program (USDA CACFP) funds for the purpose of paying personnel salaries, fringe benefits, office supplies, kitchen supplies and food cost. An estimated reimbursement from USDA for a total of \$781,331 is expected to serve 92% of funded enrollment at the center level.

USDA Reimbursement Rates

	Breakfast	Lunch/Supper	Snacks
Free	\$1.58	\$2.93	\$0.80

Formula for estimating reimbursement for USDA:

number of children (92% attendance) X number of days X reimbursement rate.

Projected Calculations :

* 864 X 163 days X \$1.58 for **breakfast** = \$ 222,515

* 864 X 163 days X \$2.93 for **lunch** = \$ 412,638

1,121 X 163 days X \$.80 for **snack = \$ 146,178

Total reimbursement from USDA = **\$781,331**

* *LISD will provide Breakfast and Lunch for 15 integrated classes*

** *Head Start will provide snack to all enrolled children (1,218 children)*

Personnel

\$5,146,374

All Webb County Head Start employees received no less than a 1.50% salary increase. Employees with no credential received a 3.25% salary increase, employees with a CDA credential received a 3.50% increase, employees with an Associate degree, CDL, and TCD received a 3.75% increase, employees with a Bachelor degree received a 4.00% increase, and employees with a Master's degree received a 4.25% salary increase. One Mentor Head Teacher with an AA degree received a 1.50% increase versus a 3.75% in a effort to align this salary to that of a Teacher for parity. Four Education Assistants with a Bachelor's Degree in Education received a 4.25% salary increase versus a 4.00% in an effort to retain staff in this content area. Recently, two Education Assistants resigned from this program to work for a local school district.

The total cost of the salary increases is \$183,105; \$70,211 over the \$112,894 awarded to this program for COLA. The additional funds came from cost savings afforded to this program by increasing its partnership with Laredo Independent school district for an additional four classrooms, the reduction in salary for the Records Manager position (due to retirement), the elimination of the TTA Manager (duties were given to the Records Manager, Education

Assistants, Parent Involvement, and Family Service Workers), the elimination of one Classroom Aide position (attrition), the elimination of three full time Substitute positions (attrition), one Kitchen Aide position moved to Early Head Start budget, and four (2 ASM / 2 FSW) positions being cost allocated with EHS. The salary adjustments were approved by Policy Council and the Webb County Commissioners' Court so as to off-set the increase in the cost of living and the potential increase in October 2014 to the employee's contribution to health insurance benefits (pending Commissioners' Court action scheduled for September 2014).

Fringe Benefits \$2,324,841

The Webb County Head Start Program, with the approval of the Policy Council and Commissioners Court, will allocate a total amount of \$2,324,841 to the Fringe benefits line item.

*******A detailed breakdown of salary, COLA, and fringe benefits is found in the Budget Narrative section of this application.**

Non-Federal Share PROJECTIONS \$2,223,227

<u>Source</u>	<u>Service</u>	<u>Rate</u>	<u>Projected Amount</u>
Laredo ISD (State Funded)	Integrated Teachers: Back-up pay roll documentation will be provided with in-kind reports that are submitted to County Auditor at the end of the fiscal year.	Approximately \$25,000 per teacher for 15 teachers.	\$375,000
United ISD (State Funded)	Integrated Teacher: Back-up pay roll documentation will be provided with in-kind reports that are submitted to County Auditor at the end of the fiscal year.	Approximately \$25,000 per teacher for 1 teachers.	\$25,000
Parent Volunteers	Various classroom activities and Curriculum / Educational Material @17.07	17.07 per hour @ 95,824.55 hours (AA Teacher Assistant Salary with benefits)	\$1,635,725
Rent	Free or reduced rental rate at various locations.	*See breakdown below. FMV are on file.	\$187,502
TOTAL			\$2,223,227

<u>*Location</u>	<u>FMV</u>	<u>Current Rent</u>	<u>Projected In-kind</u>
Finley (Land)	\$22,462	0	\$ 22,462

Little Palominos (Land)	\$14,560	0	\$ 14,560
Prada (Land)	\$ 11,704	0	\$ 11,704
Roosevelt (Land)	\$ 31,346	0	\$ 31,346
Sierra Vista (Land)	\$ 29,859	\$ 4,181	\$ 25,678
Springfield Acres (% of Land)	\$ 6,963	\$ 6,600	\$ 369
Magic Corner (% of Land)	\$ 7,818	\$ 7,800	\$ 18
Tatangelo (% of Land)	\$ 25,212	\$ 7,392	\$ 17,820
Villa Alegre (% of Land)	\$ 17,688	\$ 10,716	\$ 6,972
Jesus Garcia (% of Land)	\$ 27,973	\$ 10,800	\$ 17,173
Coordinator Office (% of Land)	\$ 26,480	\$ 4,800	\$ 21,680
Jorge De La Garza (% of Land)	\$ 23,720	\$ 6,000	<u>\$ 17,720</u>
		Sub Total:	\$ 187,502