

**Webb County Commissioners' Court
 Head Start, Early Head Start, Child Care Partnership and USDA CACFP
 Annual Report to the Public
 for Fiscal Year 2018-2019
 September 1, 2018 – September 29, 2019**

INTRODUCTION

This report is prepared to comply with the Head Start Reauthorization Act of 2007. This Act states that:

Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

A) The total amount of public and private funds received and the amount from each source.

1. Public Funds:

- a. Federal Head Start Grant = \$ 10,085,605
- b. Federal Early HS-Child Care Partnership = \$ 731,478
- c. USDA Child and Adult Care Food Program = \$ 484,083

2. Private Funds: \$ 4,149,720.05

- a. HS & EHS = \$ 3,870,994.76
- b. EHS & CCP = \$ 278,725.29

(B) An explanation of original budgets, final budgets, and actual expenditures for the fiscal year.

<u>Original Budget</u>			
Category	Head Start / EHS Program	EHS - Child Care Partnership	USDA / CACFP
Personnel	5,711,452	222,136	147,785
Fringe Benefits	2,654,923	86,789	73,270
Travel	44,000	4,500	0
Equipment	0	0	0
Supplies	242,388	74,500	9,000
Contractual	930,000	308,411	0
Other	760,686	93,350	296,888
Indirect Cost	0	0	0
Total	10,343,449	789,686	526,943

<u>Final Budget</u>			
Category	Head Start / EHS Program	EHS - Child Care Partnership	USDA / CACFP
Personnel	5,515,593	202,062	147,785
Fringe Benefits	2,810,782	91,863	73,270
Travel	35,000	4,500	0
Equipment	0	0	0
Supplies	261,063	87,500	9,000
Contractual	930,130	308,463	0
Other	790,881	95,298	296,888
Indirect Cost	0	0	0
Total	10,343,449	789,686	526,943

<u>Actual Expenditures</u>			
Category	Head Start / EHS Program	EHS - Child Care Partnership	USDA / CACFP
Personnel	5,497,605	202,062	143,798
Fringe Benefits	2,703,350	78,537	53,218
Travel	33,596	4,481	0
Equipment	0	0	0
Supplies	254,946	85,201	8,609
Contractual	927,172	282,117	0
Other	668,937	79,080	278,458
Indirect Cost	0	0	0
Total	10,085,605	731,478	484,083

C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

HEAD START

1. Number of Children Served = 1,363
2. Number of Families Served = 1,299
3. Average Monthly Enrollment = 100% (1,218)
4. Percentage of Eligible Children (who applied) Served = 50%
5. Percentage of Eligible Children (who enrolled) Served = 100%

EARLY HEAD START

1. Number of Children Served = 102
2. Number of Families Served = 82
3. Average Monthly Enrollment = 100% (72)

CHILD CARE PARTNERSHIP HEAD START

1. Number of Children Served = 102
2. Number of Families Served = 92
3. Average Monthly Enrollment = 100% (72)

Percentage of Head Start Children served:

<u>Program</u>	<u>Income Eligible</u>	<u>Over Income</u>	<u>Foster</u>	<u>Homeless</u>	<u>Public Asst. (TANF/SSI)</u>
Head Start	81%	6%	1%	0%	12%
Early Head Start	82%	0%	0%	0%	18%
CCP	84%	4%	2%	0%	10%

(D) The results of the most recent review by the Secretary and the financial audit.

Federal review by the Secretary of Health and Human Services:

On 9/13/2016, the Administration for Children and Families (ACF) conducted a monitoring review of the Webb County Head Start and Early Head Start programs to determine whether the previously identified findings had been corrected. Based on information gathered during the review, ACF closed the previously identified findings. Accordingly, no corrective action is required at this time. The Status of the previously identified area of noncompliance is as follows:

PART 1304.52 – Human Resource Management (i) Standards of Conduct (1) Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program’s standards of conduct. These standards must specify that (iv) They will use positive methods of child guidance and will not engage in corporal punishment, emotional, or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

EnvHS – 4/4/2016 – Noncompliance

The grantee did not ensure staff used positive methods of child guidance. An incident occurred in which a teacher and teacher assistant harshly redirected a 3-year-old male child. It is critical for teaching staff and classroom support persons to understand and adhere to supervision and discipline practices to ensure the safety of children, and it is the program's responsibility to provide ongoing oversight to ensure compliance with the established procedures. Programs need to look closely at the systems in place, as well as at how staff are supervised, and supported in their interactions with children to mitigate these risks.

On Wednesday, December 16, 2015, a teacher and teacher assistant at the Sierra Vista Center were observed by another teacher to be mishandling a 3-year-old male child. A review of a February 17, 2016 Texas Department of Family and Protective Services Child Care Inspection form found it detailed allegations stating improper discipline was used with children, and there was improper supervision by caregivers. The report also stated a review of video determined the teacher aide did not redirect the student in a positive manner but was harsh in

handling him, restraining him while attempting to force him to sit down. It also stated the video indicated the caregiver restrained the child while he was having a difficult time calming down.

In an interview, the Director stated she was not notified of the incident until the evening of Tuesday, January 19, 2016, and said she immediately informed the teacher who reported the incident she was in violation of the program's Child Abuse Reporting Policy for not reporting the incident immediately. A report was submitted the following day: Wednesday, January 20, 2016. The teacher who reported the incident did not follow the Mandated Reporter Policy and the program's Safety Policy. As a result, the teacher was written up Thursday, January 21, 2016, for failure to follow instructions and violation of the Safety Policy. The child's parent was notified of the incident and resulting Child Protective Services (CPS) investigation Monday, February 1, 2016. The Director delayed reporting the incident to the Regional Office pending the outcome of the CPS investigation, and the incident was reported to the Regional Office February 29, 2016. A review of documentation of the incident provided by the Director determined the teacher who restrained the child was removed from the classroom Wednesday, January 20, 2016, and the teacher assistant was removed from the classroom Thursday, January 21, 2016. A review of documentation provided by the Director found it further stated the teacher and teacher assistant resigned January 28, 2016, prior to a Policy Council meeting during which an Executive Session was scheduled to report the incident and recommend termination of employment for both.

The grantee did not ensure staff used positive methods of child guidance; therefore, it was not in compliance with the regulation.

Desk/FTL Solo (9/13/2016) - Corrected

The grantee ensured staff used positive methods of child guidance. The grantee revised its Policies and Procedures and provided additional training for all staff.

In an interview, the Head Start Director stated the grantee revised the agency's Child Abuse and Neglect plan and re-trained staff on the Head Start standards of conduct to ensure everyone understood the health and safety of the children was the number one priority of the program. She further stated staff were trained on child abuse and their reporting responsibilities and added observations of classroom staff continued to be conducted; cameras were placed in the classrooms to observe staff; and the monitoring process was improved to enable the program to detect potential problems before they occurred.

A review of Class Environment Checklists and Classroom Assessment Scoring System observation records for the Sierra Vista Center found they were used to provide individualized feedback on teacher performance, including targeted areas for improvement. A review of the grantee's corrective action plan found it stated the grantee was to provide more frequent classroom monitoring to improve effective teaching practices and ensure all classrooms maintained a positive environment. In an interview, the Center Director for the Sierra Vista Center stated the program was conducting more classroom observations--not just in her center, but in the rest of the agency's centers.

In an interview, the Associate Head Start Director stated the grantee reviewed the standards of conduct with all agency staff to make sure such an issue would not occur again. She further stated the grantee provided additional child abuse and health and safety training immediately after the incident and during pre-service in August 2016. A review of the Webb County Head Start Code of Conduct for Employees, Partners, Consultants, Volunteers and Student Interns found it required the use of redirection, positive reinforcement, and consistency in managing children's behavior and stated staff were not to engage in corporal punishment, emotional or physical abuse, humiliation, or any discipline involving isolation or denial of children's basic needs. A review of a training agenda and sign-in sheets found training on child abuse and neglect was provided to all teaching

staff shortly after the December 16, 2015 incident. Training was provided at the centers between February 5 and 19, 2016, and the Director stated all staff were required to attend training after the incident occurred. A review of an August 17, 2016 training agenda, handouts, and sign-in sheets found all Education staff were provided training including discussions of child abuse and the grantee's internal reporting procedures. The session included a post-test to assess the effectiveness of the presentation. A review of the August 31, 2016 annual Webb County Head Start training agenda and attendance rosters found supervisors, including administrative staff, coordinators, Family Service Workers, and Area Service Managers were trained on the Procedures for Reporting Child Abuse and Neglect, which included a statement indicating all employees were mandated to immediately report incidents. In addition, the procedures stated any employee who had a Child Protective Services report filed against him or her would immediately be removed from contact with or control over children and would be reassigned to another position. If staff did not report incidents, it could lead to termination. In addition, employees were required to sign an acknowledgement indicating they received the policy.

In interviews, a Policy Council member and a Board member stated they were made aware of the incident when it occurred and were informed of the steps taken by the program, which included reviewing the Head Start standards of conduct and revising and improving the agency's Policies and Procedures.

The grantee ensured staff used positive methods of child guidance.

This area of noncompliance is corrected.

Independent Audit:

In addition to on-going, internal program monitoring and local self-assessment, the Webb County Head Start program receives an annual independent audit which is coordinated by the Webb County Auditor's Office. The most recent external audit was for the period which ended September 30, 2018.

This audit included no material findings. A complete copy of the audit is available at

<http://www.webbcountytx.gov/CountyAuditor/FinancialTransparency/>

(E) The percentage of enrolled children that received medical and dental exams.

During the 2018-2019 program year 100% of enrolled children in Head Start received medical exams.

- The number of children with an ongoing source of continuous and accessible, routine, preventive and acute medical care = 1332

During the 2018-2019 program year 100% of enrolled children in Head Start received dental exams.

- The number of children with an ongoing source of continuous and accessible, routine, preventive and acute dental care = 1323

(F) Information about parent engagement activities.

Activities for parents include:

- Orientation of all Head Start services to enable parents to participate in the planning and implementation of program components.
- 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, texts, e-mails and policy group meeting so as to maximize communication mechanisms between Head Start staff and families.
- Various conferences, trainings, and meetings to promote the role of fathers in building father/child relationships.
- Various 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.
- Leadership activities, through Parent Center Committee Meetings, Parent Executive Committee Meetings, and the Policy Council Meetings
- Volunteer activities
 - Nutrition Advisory Committee
 - Health Advisory Committee
 - School Readiness Committee
 - Transition Committee
- Home visits
- Parental Engagement in the children's educational plan.
- Parental Engagement in Mental Health Education to enhance their knowledge.
- Monthly parent meetings on topics designed and chosen by parents
- EHS Home Base program – 90 minutes of instruction for enrolled children
- EHS Home Base Program – Twice a month Grouping (various topics)
- Parental input into program design and feedback on effectiveness
- Fatherhood Engagement Activities: My Pal and Me
- Parent Engagement Annual Youth and Grand Parades (with their Head Start Child)
- Parent Engagement Annual Red Ribbon SAY NO TO DRUGS Parade at center sites
- Parent "Budget Input" forms
- Annual Fall Parent Conference
- Annual Health Fair – Gateway Community Center
- Healthy Marriage / Relationship – Trainings and Annual Conference
- Community Volunteer Committee
- Volunteer Training – Reader of the week
- Visit – Tour: Commissioner's Court (meet County Judge) and City Council Chambers,
- Parent's Choir – Sing and visit elderly homes on Christmas and Mothers day.
- Conference – Facilitators; Registration, evaluations. (Fall Conference, Fatherhood Engagement conference, Healthy Marriage Conference, Transition Conference)
- Television Interviews
- Head Start staff and policy council members incorporate parent feedback in programming throughout the year and survey them at the end of the program.

(G) The agency's efforts to prepare children for kindergarten.

Close to one 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 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.

In 2000, the Office of Head Start expanded the understanding of school readiness for children by delineating domains of learning and development in the Child Outcomes Framework. In 2010, the revised Head Start Child Development and Early Learning Framework was released to reflect changes in the field of early childhood, new research, and legislation that expand the understanding of school readiness. The framework provides a description of the developmental building blocks that are most important for a child's school, long-term success, and it identifies five essential domains: Physical health and development; Social and emotional development; Approaches to learning; Language and Literacy; Cognition and General Knowledge. Furthermore, it reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007.

In 2015, the Office of Head Start has made revisions to the now called Head Start Early Learning Outcomes Framework. The Framework is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children 0-5 years of age progress across key areas of learning and development and specifies learning outcomes in these areas. This information will help adults better understand what they should be doing to provide effective learning experiences that support early learning outcomes.

The following is a brief description of the five central domains found in the Head Start Early Learning Outcomes Framework, HSELOF:

I. Approaches to Learning/Enfoques de Aprendizaje

Approaches to Learning focuses on how children learn. It refers to the skills and behaviors that children engage in learning.

II. Social & Emotional Development/Desarrollo Social y Emocional

Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child's ability to express, recognize, and manage his/her own emotions, as well as responding appropriately to other's emotions.

III. Language & Literacy/Lenguaje y Lectoescritura

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Emergent Literacy refers to knowledge and skills that lay the foundations for reading and writing.

IV. Cognition/Cognición

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

V. Perceptual, Motor, and Physical Development

Perceptual, motor, and physical development is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.

A complete copy of the Educational Outcomes Report is available at
<http://www.webbcounty.com/HeadStart/EducationReports/2018-2019.pdf>