

**Webb County Commissioners' Court**  
**Head Start, Early Head Start, Child Care Partnership and USDA CACFP**  
**Annual Report to the Public**  
**for Fiscal Year 2020-2021**  
**September 1, 2020 – August 31, 2021**

**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 = \$ 10,745,182
  - b. Federal Early HS-Child Care Partnership = \$ 803,580
  - c. USDA Child and Adult Care Food Program = \$ 339,984
  
2. Additional Federal Funds Received:
  - a. CRRSA (COVID-19) = \$ 198,344
  - b. American Rescue Plan = \$ 6,006
  
3. Private Funds: \$4,662,748

HS & EHS -Webb	3,091,081.36
EHS-CCP Webb	477,854.73

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

<b><u>Original Budget</u></b>			
<b>Category</b>	<b>Head Start / EHS Program</b>	<b>EHS - Child Care Partnership</b>	<b>USDA / CACFP</b>
Personnel	5,678,608	247,952	127,195
Fringe Benefits	3,026,177	104,884	43,179
Travel	44,000	4,500	-
Equipment	-	-	-
Supplies	394,403	94,500	7,986
Contractual	1,148,000	316,545	-
Other	791,136	85,660	211,124

Indirect Cost	-	-	-
<b>Total</b>	<b>11,082,324</b>	<b>854,041</b>	<b>389,484</b>

**Final Budget**

<b>Category</b>	<b>Head Start / EHS Program</b>	<b>EHS - Child Care Partnership</b>	<b>USDA / CACFP</b>
Personnel	5,721,297	222,020	127,195
Fringe Benefits	2,729,530	82,951	43,179
Travel	38,000	4,500	-
Equipment	-	-	-
Supplies	430,406	87,651	367
Contractual	1,148,000	381,298	-
Other	1,015,091	75,621	269,977
Indirect Cost	-	-	-
<b>Total</b>	<b>11,082,324</b>	<b>854,041</b>	<b>440,719</b>

**Actual Expenditures**

<b>Category</b>	<b>Head Start / EHS Program</b>	<b>EHS - Child Care Partnership</b>	<b>USDA / CACFP</b>
Personnel	5,695,735	220,246	132,023
Fringe Benefits	2,651,677	81,044	45,205
Travel	3,047	-	-
Equipment	-	-	-
Supplies	410,343	85,471	367
Contractual	1,134,169	346,108	-
Other	850,211	70,711	162,388
Indirect Cost	-	-	-
<b>Total</b>	<b>10,745,182</b>	<b>803,580</b>	<b>339,984</b>

**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 = 1,205
2. Number of Families Served = 1,139
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 = 86
2. Number of Families Served = 71
3. Average Monthly Enrollment = 100% (72)
4. Percentage of Eligible Children (who applied) Served = 50%
5. Percentage of Eligible Children (who enrolled) Served = 100%

**CHILD CARE PARTNERSHIP HEAD START**

1. Number of Children Served = 83
2. Number of Families Served = 77
3. Average Monthly Enrollment = 100% (72)
4. Percentage of Eligible Children (who applied) Served = 50%
5. Percentage of Eligible Children (who enrolled) Served = 100%

**Percentage of Head Start Children served:**

<b>Program</b>	<b>Income Eligible</b>	<b>Over Income</b>	<b>Foster</b>	<b>Homeless</b>	<b>Public Asst. (TANF/SSI)</b>
<b>Head Start</b>	<b>997</b>	<b>97</b>	<b>17</b>	<b>0</b>	<b>94</b>
<b>Early Head Start</b>	<b>81</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>CCP</b>	<b>72</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>5</b>

**(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:**

From March 23, 2020 to March 27, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Webb County Commissioners Head Start and Early Head Start programs. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007. The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand grantee progress towards program goals.

**Program Design and Management Highlight**

The Webb County Commissioners (WCC) Head Start and Early Head Start program provided effective services to children and families through partnerships with the Local Education Agency's. The WCC agency provided direction to the program regarding service options by participating in the annual Self-Assessment and Community Assessment processes, and analyzing and using the results to inform the program design and services structures. The Head Start leadership staff ensured collaborations were established with two Local

Education Agency's to serve Head Start children on school campuses, and also provided center-based services for both Head Start and Early Head Start children. Laredo Independent School District and United Independent School District and the Child Care Partnerships hired bilingual staff to support dual language learners and their families. The program provided services to eligible children, ages birth to five, and their families through collaborations and partnerships. The program provided management and monitoring oversight for both center and school-based services. The program staff implemented a systematic approach to ongoing monitoring for all Early Head Start and Head Start classes and centers. The monitoring efforts included regular visits by members of the Management Team to all classes, centers, and campuses to ensure environments were safe, nurturing, and welcoming. External monitors also observed the Head Start classes located on the public school campuses for the University of Texas at Houston's Center for Improving the Readiness of Children for Learning and Education (CIRCLE) program for compliance with the literacy and school readiness program regulations. The classes located in the program's center-based locations were monitored by the Texas Department of Family and Protective Service Child Care Licensing division. The Management Team met with the Director for reporting and program data analysis. The reports were reviewed and analyzed for needed follow-up or course correction. The Director submitted the aggregated program reports to the Webb County Commissioners Court, and the policy council for oversight and approval. The program's governance structure provided multi-faceted oversight opportunities. The Webb County Head Start Program acted as a department in Webb County, a governmental entity, and the Webb County Commissioner's court served as the program's governing body. The court comprised of a county judge and four county commissioners elected by the citizens of the county. As a county department, the Head Start program staff adhered to the Webb County Personnel Policies and Procedures and Head Start Program Performance Standards. The program had the added benefit of oversight services from county offices, such as the Webb County Auditor's Office, the County Attorney's Office, the County Civil and Legal Department, the County Treasurer's Office, and the County Purchasing Office. The program's policy council included parents and community members from the Early Head Start and Head Start programs, county, and community partners. The program's governance structure provided oversight by a variety of levels in the county and the program.

#### Designing Quality Education and Child Development Program Services

The program offered quality early education and child development services using research and evidence-based curriculums and practices. The program formed a School Readiness Team that developed school readiness goals and strategies aligned with the receiving schools and with the state's early learning guidelines. The expected outcomes of the school readiness goals guided the implementation of the Creative Curriculum. They assessed the Early Head Start and the center-based Head Start children using the Teaching Strategies GOLD assessment. The commissioner's Head Start program also partnered with the United Independent School District and the Laredo Independent School District to provide Head Start services and participated in the CIRCLE school readiness program. As participants in this program, teachers used the CIRCLE Progress Monitoring Tool to monitor and report child outcomes for preschool-aged children. The program implemented and used data from the Early Childhood Environmental Rating Scale and the Infant and Toddler Environmental Rating Scale to measure the learning environments for print-rich materials, nurturing adult relationships, and engaging learning areas. Outcomes from the child assessments and environmental rating scales were used to plan individual teacher's coaching strategies, professional development opportunities, and for reporting to stakeholders. The program implemented curriculum and practices to ensure children participated in quality early education experiences.

#### Designing Quality Health Program Services

The program's approach ensured access to comprehensive health services for children and families. During enrollment, parents met with the Family Service Workers (FSWs) to review the children's health and

immunization records. Based on this information, the FSWs assessed the status of each child and family's medical and dental home; offered support with obtaining insurance coverage; and referred families for needed medical or dental care in the two local clinics which the program had established partnerships. Access to comprehensive health services was enhanced for children and families working collaboratively with the FSWs. The program's Health Services Advisory Council (HSAC), comprised of local medical and dental professionals, school personnel, parents and community members, met semi-annually to assess community health issues presented by the Management Team and provided updates to staff on any health or dental community programs to assist the families they served. An example of community providers discussed by the HSAC included agencies, such as Gateway Clinic and the Laredo Health Department, who offered parents and staff training on the prevention of communicable diseases, and free flu vaccination to children and families. The HSAC provided support to the staff and families through access to community-based comprehensive health services. The program staff ensured children were safe while in their care. Monitoring of learning environments included regular checks of the indoor and outdoor areas, child supervision, classroom management, and adult and child interactions, using rating scales, such as the Early Childhood Environment Rating Scale, the Infant Toddler Environment Rating Scale, and the Classroom Environment Checklist from the Children's Learning Institute. Each site Manager ensured all staff was trained in the program's emergency preparedness procedure, updating the plan as changes in the program or community occurred. The program ensured all children were safe while in its care.

#### Designing Quality Family and Community Engagement Services

The program supported family well-being through goal-setting and parenting education. Beginning after enrollment, the FSWs worked individually with families to determine their strengths and needs and to develop family goals. At three points during the program year, the FSWs met with families to discuss progress toward goal attainment, to determine barriers to success, and to provide necessary resources or referrals for families. The Family Partnership Agreements included family goals that were uploaded into the ChildPlus data system for tracking and reporting. The progress reports were provided to the policy council and the Webb County Commissioners for input and approval as needed. Families were also provided with parent education opportunities, through implementing the Abriendo Puertas Opening Doors curriculum. This evidenced-based curriculum structure presented ten sessions that enhanced and empowered Latino families by supporting their roles as their children's first teachers. The program's goal-setting and parenting education opportunities provided opportunities for increased family wellbeing.

#### Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

The program's Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) systems ensured enrollment opportunities were available to eligible children and families in the Webb County Commissioners service area. The program's Family Service Workers (FSWs) received applications and reviewed supporting documentation to determine the eligibility status. They based the ranked eligibility determinations on annually approved criteria, such as income, age, and family factors, including poverty level and grandparents raising grandchildren. Children were placed on the ranked waitlist when there were no vacant enrollment slots. Once children were enrolled, the FSWs tracked attendance and ensured full enrollment. The program's systems provided enrollment opportunities for eligible children. The Family Services Supervisors provided the FSWs with ERSEA training to complete eligibility and enrollment duties. The program presented a cultural competency training that supported and improved customer service practices when working with families. The policy council and the Webb County Commissioners participated in regular training and information sessions related to the ERSEA systems to provide informed oversight for the program. Training opportunities provided the staff and the governing bodies with information to guide decision-making and oversight. The Webb County Commissioners' financial management structure ensured fiscal oversight of budget development,

implementation, and monitoring for the Federal funds. As a department of the Webb County government, the County Auditor's Office, and the County Purchasing Agent provided direct oversight of the program's operations and funding. The program also followed the county's approved procurement, accounts payable and receivable, and reporting policies and procedures. The Head Start Executive Director worked closely with the Chief Fiscal Officer of Webb County to review regular accounts of payable and receivable transactions. The Management Team received monthly reports generated by the CFO and presented them to the policy council before placement on the agenda for the monthly Webb County Commissioner meetings. The annual budget development process followed a similar path. The Management Team proposed draft priorities for the program's upcoming budget year to the CFO, who assigned funding levels based on the annual award letter from the Office of Head Start. The proposed annual budget was presented to the Management Team and the policy council for review and input. Noted changes were made before the final proposed budget was presented to the Webb County Commissioners for final approval. The Webb County Commissioners' financial management structure ensured Head Start funds were safeguarded.

**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, 2020.

This audit included no material findings. A complete copy of the audit is available at <http://www.webbcountytexas.gov/CountyAuditor/FinancialTransparency/>

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

During the 2020-2021 program year 98% 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 = 1,182

During the 2020-2021 program year 98% 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 = 1,184

(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, 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/2019-2020-Combined.pdf>