

A decorative graphic consisting of three blue circles of varying sizes and two thin blue lines. One line starts from the top left and extends towards the middle of the page, passing near the top and middle circles. The other line starts from the top right and extends towards the bottom right, passing near the middle and bottom circles. The circles are semi-transparent and have a gradient effect.

Head Start/Early Head Start Annual Report

2022

**HCCAA Head Start/EHS
P.O. Box 846
San Saba, Texas 76877
325\372-5167**

Hill Country Community Action Association, Inc.
Head Start/Early Head Start Program
Annual Report
2022

Hill Country Community Action Association, Inc. administers the Head Start/EHS Program in Central and North Central Texas in the following counties: Bosque, Coryell, Freestone, Hamilton, Hill, Lampasas, Limestone, Llano, Mason, Milam, and San Saba.

Children in Head Start/EHS experience an optimal learning environment that offers cognitive growth opportunities focused on the acquisition of school readiness skills, while supporting the child's appropriate social and emotional development. Special needs children receive a full range of Head Start developmental services. Head Start/EHS provides a range of individualized services in the areas of education and early childhood development; medical, dental, and mental health; nutrition; parent involvement and family support. In addition, the entire range of Head Start services is responsive and appropriate to each child and family's developmental, ethnic, cultural, and linguistic heritage and experience. Families have access to comprehensive services including health and dental services, mental health services, parent involvement, family (social) services, disabilities services, nutrition services, speech therapy, occupational or physical therapy, family literacy and G.E.D. classes and transition services. These support services are designed to assist families in reaching self-sufficiency.

In 2022, the program operated 25 classrooms funded for 521 children seven hours a day/five days a week in a part-year/full-year setting. Our Early Head Start program is made up of 96 children that range from ages 6 weeks to 3 years old. Head Start served 425 children ages 3 – 5. All children receive three meals a day and all the required health screenings.

The Central Administrative Office is located at:
2905 W. Wallace St., San Saba, TX 76877
325/372-5167



Directory of Hill Country Head Start Centers

Copperas Cove Park I & II 1202 W. Ave. B. Copperas Cove TX 76522 254/547-4465	Cameron EHS I & II 1402 N. Austin Cameron, TX 76520 254/697-4240
Copperas Cove HS/EHS 1008 N. Drive Copperas Cove, TX 76522 254/547-1771	Rockdale Head Start I & II 233 Mill St. Rockdale, TX 76567 512/446-5000
Copperas Cove Sunshine I & II 1105 Leonhard St. Copperas Cove, TX 76522 254/547-0769	San Saba Head Start 901 W. Storey St. San Saba, TX 76877 325/372-3181
Gatesville Head Start I & II 1105 Saunders, Gatesville, TX 76528 254/865-5423	Meridian Head Start 201 North 2 nd St., Meridian, TX 76665 254/435-2168
Hamilton Early Head Start 400 S. College, Hamilton, TX 76531 254/386-8931	Fairfield Head Start I – III 920 S. Bateman St., Fairfield, TX 75840 903/389-2022
Lampasas Head Start/Early Head Start 500 E. 8th St., Lampasas, TX 76550 512/556-2555	Ft. Hood Head Start 48812, Evans Dr., Ft. Hood, TX 76544 254/628-1935
Llano Head Start 104 E. Lampasas, Llano, TX 78643 325/247-4644	Hillsboro Head Start I – III 804 B Thomas St., Hillsboro, TX 76645 254/582-8611
Kingsland Head Start 1008 Venus, Kingsland, TX 78639 325/388-9326	Mexia Head Start/Early Head Start I - III 1023 E. Main St., Mexia, TX 76667 254/562-2610
Mason Head Start/Early Head Start 911 College, Mason, TX 76856 325/347-5852	Mexia Head Start IV-V 105 N. Brooks St., Mexia, TX 76667 254/472-0114
San Saba Early Head Start 1608 W Commerce St San Saba, Tx 76877 325/372-3183	

Federal Head Start Budget 2019

Line Item	Budget
Personnel and Fringe	\$3,752,199
Travel - Conference	\$2,275
Contractual	\$93,076
Equipment	\$0
Materials & Supplies	\$188,209
Other Costs	\$804,429
TOTAL FEDERAL	\$4,840,188
TOTAL NON-FEDERAL	\$1,168,882
TOTAL BUDGET	\$6,009,070

Federal Early Head Start Budget 2019

Line Item	Budget
Personnel and Fringe	\$1,369,867
Travel - Conference	\$500
Contractual	\$25,462
Materials & Supplies	\$120,122
Other Costs	\$274,672
TOTAL FEDERAL BUDGET	\$1,790,623

Other Funding Sources:

USDA Child Care Food Program: \$ 518,886

Enrollment

For the program year 2021-22 the program served a total cumulative enrollment of 467 Head Start children and 124 Early Head Start children and pregnant women.

Total number of families served: 538

Total number of Volunteers: 1,128

Annual Financial Audit:

An agency-wide single audit is conducted on an annual basis. The last audit was conducted by Saunders and Associates, PLLC, Certified Public Accountants, June 6-10, 2022, for the Fiscal Year ending on December 31, 2021. The 2021 audit had no financial statement findings or questioned costs and no Federal award findings. The full audit report is available in the HCCAA administrative office for review by interested parties. The next scheduled audit for 2022 will be Jun 19-23, 2023.

Self-Assessment:

Strengths of program - Active and Knowledgeable GB/PC, Strong Financial System, No Findings on Financial Audit, ERSEA

Organization of Children's Files, Absence Monitoring, Comprehensive SR Report/SR Training, 3 Coaches HATCH Tablets/Technology, Creative Curr/TS GOLD/Lesson Plans align w/ELOF, ELOF related PDP, FSR's/Volunteers, Parent Gauge, Community Partnerships, RD, MHP, Parent Education

Systemic issues - New staff orientation and training

Under staffed in Classrooms

Not meeting 20% Non-Federal

Progress of the program in meeting its goals and objectives – 1. Program provided in-person services to children.

2. Setting goals to be used at home and in the classroom for children with behavior issues using the Behavior Intervention Plan developed with parents, mental health professional and mental health coordinator.

3. The Creative Curriculum for Pre-School Daily Resources supports the Teaching Strategies objectives for development and learning, which are aligned to the Head Start Early Learning Outcomes Framework.

Recommendations for program improvement - Enhance recruitment efforts; increase volunteer hours; increase funding for mental wellness services; provide teaching staff with PD that is focused on promoting children's development that reflects ELOF, TS GOLD Objectives for Development & Learning and Creative Curriculum; expand Early Head Start; address challenging behaviors in the classroom; increase teacher's entry level.

Governance:

The Head Start program employs a shared governance system in which parents and a governing board share policy making decisions. A Parent Policy Council is elected annually and works with program and grantee staff to develop, review and approve policies, plans, grant applications, etc. as required by Federal regulations. Policy Council decisions are then forwarded to the governing board for further action.

Parent, Family and Community Engagement:

Developing effective partnerships and goal-directed relationships with families is a critical part of supporting family well-being and children's school readiness. Research shows that children have better outcomes when parents have adequate resources, live in safe home environments that support learning and development, and provide active and intentional learning experiences. These conditions result in children who are more likely to perform better upon entry into kindergarten and show resilience throughout childhood and adolescence ¹. (Masten, Best, & Garmezy, 1990). Parent volunteers are invaluable to the program and parents are encouraged to volunteer as often as possible. Parent training sessions are offered once a month at the center on a wide variety of topics of their choice. Other services such as family literacy, G.E.D., E.S.L. classes, fatherhood activities, and other family building activities are coordinated locally within the communities. Many family friendly activities are planned throughout the year to offer families opportunities for fun and growth.

Health, Nutrition, Mental Health, Disabilities:

One area addressed in the Head Start Child Development and Early Learning Framework is the domain of physical development and health. Because much of a child's success in school is

dependent on the condition of his or her health, accessing ongoing services for physical and mental health is of critical importance. In the area of children's health, the program continues to provide support to families who have children who are determined to be overweight or obese. Sixty-five (65) children were considered to be overweight based on body mass index and seventy-five (75) were considered to be obese. Families were given additional information on healthy nutrition and had the opportunity to visit with the program dietician for guidance. Another domain in the Head Start Child Development and Early Learning Framework is the area of social and emotional development. The program contracts with a Mental Health Professional to provide support to families, staff and children. Infants and toddlers with disabilities were served through Early Head Start by the local Part C provider, the *Early Childhood Intervention* (ECI) program. In Head Start, the local school district partners served children with disabilities. Early Head Start served eight (8) infants and toddlers with disabilities and Head Start served fifty-two (52) children with disabilities. Although a delay in speech and language development was the most common disability among children in the Head Start program, children with other disabilities including non-categorical and autism were also served.

Percentage of children with health insurance at the end of the enrollment period: 94.2%

Percentage of children with a medical home at the end of the enrollment period: 94.2%

Percentage of children with up-to-date immunizations at the end of the enrollment period: 94.6%

Percentage of children with a dental home at the end of the enrollment period: 94.2%

Percentage of children completing professional dental exams: 78.6%

Percentage of children with an IFSP or IEP: 11.1%

Percentage of children up to date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of the enrollment period: 89.7%

Of the children up to date on health screenings, the percentage of children diagnosed with a chronic condition needing medical treatment: 12.2%

Head Start– Preparing Children for School:

The Head Start program prepares children for academic success by providing a rich learning environment in which critical social-emotional and academic skills can be effectively developed. Head Start is expected to develop and implement a child development and early learning program. The Head Start Act of 2007 introduced a Framework that guides our program in aligning program goals and school readiness goals for children.

The curricula used by the program is the Creative Curriculum, Teaching Strategies GOLD Online Assessment system, and various supplemental resources are also available to staff. The management staff effectively uses the ChildPlus web-based software to manage services for children and families. Health services are provided for most children through Texas Healthy Steps.

School Readiness Goals

- Physical well-being and motor development do not hinder child's ability to learn;
- Children establish and sustain positive relationship with adults and peers;
- Children will recognize and regulate emotions and behavior;
- Children will engage in conversations and expand vocabulary;
- Children will interact during read aloud and book conversations;

- Children will learn to count, quantify, and connect numerals with their quantities;
- Increased pride in the child's home language and culture and demonstrate progress in speaking English;
- Provide a safe and secure learning environment as children engage in exploring their environment;
- An opportunity to develop the concrete reasoning skills so important for the 3- to 5-year-old by exposure to hands-on learning experiences, field trips, and age appropriate activities;
- Prepare children for Kindergarten;
- Encourage parents to be advocates for their children;
-

The Classroom Assessment Scoring System (CLASS) is a research based observational instrument used to assess classroom quality. The instrument describes the multiple dimensions of teaching that are linked to student achievement and development. CLASS is used to reliably assess classroom quality for program evaluation and provides a tool to assist new and experienced teachers become more efficient.

Hill Country observes a random sample of Head Start classrooms twice a year, more often if indicated. The result of these observations is used as a tool for staff development, curriculum implementation, and determination of training needs.

CLASS Domains

- **Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- **Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in classroom.
- **Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

OHS CLASS Descriptive Statistics, 2020				
National Grantee-Level Scores by Dimension compared to Hill Country Head Start Average				
Domain	Dimension	National Mean Average	Hill Country (Winter 2022)	Minimum Required Score (Lowest 10%)
Emotional Support	Positive Climate	5.98		
	Negative Climate	1.09		
	Teacher Sensitivity	5.88		
	Regard for Student Perspectives	5.33		
Average Score, Emotional Support		6.03		5.68
Classroom Organization	Behavior Management	5.96		
	Productivity	6.07		
	Instructional Learning Formats	5.32		
Average Score, Classroom Organization		5.78		5.32
Instructional Support	Concept Development	2.46		
	Quality of Feedback	2.90		
	Language Modeling	3.45		
Average Score, Instructional Support		2.94		2.39

Eleven classrooms were observed during the Spring 2021-2022 checkpoint period. Compared to the OHS 2020 CLASS National Grantee-Level scores:

- ❖ HCCAA scored lower than the National Mean Average in **one of the three domains** –Classroom Organization.
- ❖ HCCAA scored lower than the Minimum Required Score (lowest 10%) in **one of the three domains** - Classroom Organization.
- ❖ Classroom Dimension scores that fell below the National Mean Average are highlighted in yellow.
- ❖ Classrooms averages highlighted in blue fell below the **Minimum Required Score (Lowest 10%)**.
 - Emotional Support – 3 classrooms scored below the minimum required score.
 - Classroom Organization – 6 classrooms scored below the minimum required score.
 - Instruction Support – 1 classroom scored below the minimum required score.



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This institution is an equal opportunity provider.



¹ Masten A., Best, K., & Garmezy, N. (1990) "Resilience and development: Contributions from the study of children who overcome adversity." *Development and Psychopathology*, 2,425–444.