

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. Another 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 from light to dark blue.

Head Start/Early Head Start Annual Report

2023

**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
2023

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 2023, the program operated 37 classrooms funded for 489 children seven hours a day/five days a week in a part-year/full-day setting. Our Early Head Start program is made up of 128 children that range from ages 6 weeks to 3 years old. Head Start served 361 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 HS/EHS 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 HS/EHS 500 E. 8th St., Lampasas, TX 76550 512/556-2555	Ft. Cavazos Head Start 48812, Evans Dr., Ft. Cavazos, 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 HS/EHS 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 Budget 2023

Line Item	Budget
Personnel and Fringe	\$5,651,451
Travel - Conference	\$2,775
Contractual	\$124,659
Equipment	\$0
Materials & Supplies	\$346,407
Other Costs	\$1,033,171
TOTAL FEDERAL	\$7,158,463
TOTAL NON-FEDERAL	\$1,220,104
TOTAL BUDGET	\$8,378,567

Other Funding Sources:

USDA Child Care Food Program: \$ 518,886

Enrollment

For the program year 2022-23 the program served a total cumulative enrollment of 379 Head Start children and 138 Early Head Start children and pregnant women.

Total number of families served: 501

Total number of Volunteers: 1,191

Annual Financial Audit:

An agency-wide single audit is conducted on an annual basis. The last audit was conducted by Neil L. Phillips, CPA, Jarred, Gilmore & Phillips, PA, Chanute, KS on June 5-9, 2023, for the Fiscal Year ending on December 31, 2022. The 2022 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 2023 was June 4-5, 2024.

Self-Assessment:

Strengths: GB/PC members are actively involved; no findings audit, Employee benefits Mental Wellness Awareness, ASQSE2, Monitoring Tool, Child Plus, Child's File, Child Plus ranks applications, recruitment, Comprehensive SR Report/SR Training, Creative Curr/TS GOLD/Lesson Plans align w/ELOF, ELOF related PDP, FSR's, Community Partnerships, RD, MHP, Parent Education, Parent Areas, Parent Boards, monthly Parent Engagement Opportunities, Children's file, Safe Playgrounds, Healthy Meals.

Systemic issues - Staff not meeting required qualifications

Understaffed in Classrooms

Over 10% over-income families enrolled

Health screenings not completed within 90 days

Under enrollment

Progress of the program in meeting its goals and objectives – 1. Monthly parent engagement opportunities.

2. Setting goals to be used at home and in the classroom for children with behavior issues using the Behavior Intervention Plan developed with parent, 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 families' 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. 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. 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.

HEAD START

Percentage (%) of children with health insurance	289	76.3%	349	92.1%
Percentage (%) of children with an ongoing source of continuous, accessible healthcare provided by a health care professional	286	75.5%	361	95.3%
Percentage (%) of children with up-to-date immunizations, all immunizations to date, or exempt	270	71.2%	343	90.5%
Percentage (%) of children with continuous, accessible dental care provided by an oral health care professional	259	68.3%	344	90.8%
Percentage (%) of children with an IFSP or IEP	44		11.6%	
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 enrollment year	331		87.3%	
Percentage (%) of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	27		7.1%	

Of the children diagnosed with any chronic condition by a healthcare professional, the percentage (%) of children who received medical treatment	3	11.1%
Percentage (%) of preschool children with an IEP for one of the primary disabilities reported in the PIR, which received special education or related services for those disabilities	43	97.7%
Percentage (%) of preschool children completing professional dental exams	339	89.4%
Of the preschool children receiving professional dental exams the percentage (%) of preschool children needing professional dental treatment	40	11.8%
Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	31	77.5%

EARLY HEAD START

Percentage (%) of children with health insurance	113	81.9%	129	93.5%
Percentage (%) of children with an ongoing source of continuous, accessible healthcare provided by a health care professional	94	68.1%	135	97.8%

Percentage (%) of children with up-to-date immunizations, all immunizations to date, or exempt	107	77.5%	136	98.6%
Percentage (%) of children with continuous, accessible dental care provided by an oral health care professional	71	51.4%	125	90.6%
Percentage (%) of children with an IFSP or IEP	18		13%	
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 enrollment year	133		96.4%	
Percentage (%) of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	18		13%	
Of the children diagnosed with any chronic condition by a healthcare professional, the percentage (%) of children who received medical treatment	6		33.3%	

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 a 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 reading 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 concrete reasoning skills is 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.
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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.

Observations were conducted in preschool center-based classrooms using the 2008 Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale.

DIMENSION SCORE

Emotional Support* 5.9583

Positive Climate 6.47

Negative Climate 1.08

Teacher Sensitivity 5.69

Regard for Student Perspectives 4.75

Classroom Organization 6.0556

Behavior Management 6.11

Productivity 6.31

Instructional Learning Formats 5.75

Instructional Support 2.5463

Concept Development 2.00

Quality of Feedback 2.42

Language Modeling 3.22

**To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives scores, then divide by 4.*

The Head Start Program Performance Standards (HSPPS) include thresholds for each CLASS® domain(s). These quality thresholds represent the expectations of the Office of Head Start (OHS) for the quality of the learning environment in every Head Start program. These thresholds do not relate to competition, but instead reflect a quality improvement focus on teacher-child interactions, with support from OHS. The competitive thresholds reflect the minimum score that programs must achieve in each CLASS® domain.

DOMAIN	YOUR PROGRAM'S SCORE	Quality Threshold	Competitive Threshold
Emotional Support	5.9583	6	5
Classroom Organization	6.0556	6	5
Instructional Support	2.5463	3	2.3**

***The competitive threshold for Instructional Support is 2.3 for CLASS® reviews conducted through July 31, 2025*



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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.