

**Webb County Commissioners' Court
Annual Report to the Public
for Fiscal Year 2011-2012
September 1, 2011 – September 29, 2012**

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 (PA 4122) = \$ 9,284,889
 - b. Federal Head Start Grant T&TA (PA 4120) = \$111,087
 - c. USDA Child and Adult Care Food Program = \$951,816
2. Private Funds:
 - a. Non-Federal Share (Head Start) = \$2,877,607
 - b. Non-Federal Share (Early Head Start) = \$254,427

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

<u>Original Budget</u>			
Category	Head Start Program		USDA / CACFP
	PA 4122	PA 4120	
Personnel	5,462,359	0	289,737
Fringe Benefits	2,260,090	0	152,770
Travel	0	34,500	0
Supplies	179,823	7,750	9,902
Contractual	230,500	15,200	0
Other	689,541	44,759	457,780
Total	8,822,313	102,209	910,189

Final Budget			
Category	Head Start Program		USDA / CACFP
	PA 4122	PA 4120	
Personnel	5,551,718	0	289,737
Fringe Benefits	2,311,656	0	148,252
Travel	0	35,773	0
Supplies	249,464	4,954	11,091
Contractual	316,099	30,595	0
Other	946,610	43,947	610,217
Total	9,375,547	115,269	1,059,297

Actual Expenditures			
Category	Head Start Program		USDA / CACFP
	PA 4122	PA 4120	
Personnel	5,505,161	0	274,637
Fringe Benefits	2,274,197	0	142,569
Travel	0	35,093	0
Supplies	248,302	4,608	11,091
Contractual	316,099	29,880	0
Other	941,130	41,506	609,292
Total	9,284,889	111,087	1,037,589

(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.

1. Number of Children Served = 1,322
2. Number of Families Served = 1,228
3. Average Monthly Enrollment = 100% (1,218)
4. Percentage of Eligible Children (who applied) Served = 61%
5. Percentage of Eligible Children (who enrolled) Served = 99%

(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:

The most recent federal review of the Webb County Head Start program was completed on January 29, 2010. During that review there were two areas of noncompliance. They are as follows:

1. PART 1304.53 (a) (7) – Facilities, Materials, and Equipment. Grantee and delegate agencies must provide for the maintenance, repair, safety, and security of all Early Head Start and Head Start facilities, materials, and equipment.

The grantee did not provide for the maintenance and repair of all Head Start equipment to minimize the possibility of injury to children. An observation on the outdoor playground at the Floyd Center at 10:00 a.m. on January 26, 2010 found feeling paint on two wooden platforms attached to the play structure. A review of the December 2009 Daily Play Area Safety Checklist and Observation form and a review of a December 17, 2009 memorandum issued to Education and support staff and interviews with the Health Coordinator and Area Service Manager at the Floyd Center confirmed the peeling paint was identified December 2009, and steps were taken to prohibit use of the play structure until repairs were made.

The grantee did not maintain and repair equipment on the Floyd Center playground; therefore, it was not in compliance with the regulation. However, a review of photographs taken at 8:00 a.m. on January 27, 2010 confirmed the grantee repaired the play structure. The grantee corrected the noncompliance during the review; therefore, it was in compliance with the regulation.

2. PART 1309.54 – Head Start Facilities Purchase, Major Renovations and Construction. Davis-Bacon Act. Construction and renovation projects and subcontracts financed with funds awarded under the Head Start program are subject to the Davis-Bacon Act (40 U.S.C. 276a et seq.) and the Regulations of the Department of Labor, 29 CFR part 5. The grantee must provide an assurance that all laborers and mechanics employed by contractors or subcontractors in the construction or renovation of affected Head Start facilities shall be paid wages at not less than those prevailing on similar construction in the locality, as determined by the Secretary of Labor. The Corrective Action Plan is as follows:

Performance Standard	Reviewer's Decision	Corrective Action to Be Taken	Person(s) Responsible	Desired Outcome / Goal for Improvement	Projected / Actual Date of Completion
PART 1309 – Head Start Facilities Purchase, Major Renovations and Construction 1309.54 Davis-Bacon Act. Construction and renovation projects and subcontracts financed with funds awarded under the Head Start program are subject to the Davis-Bacon Act (40 U.S.C. 276a et seq.) and the Regulations of the	The grantee did not provide an assurance laborers employed by contractors in the construction and renovation of Head Start facilities were paid wages not less than those prevailing on similar construction in the locality as determined by the Secretary of	The Webb County Purchasing Agent has been informed of the need to revise the Purchasing Policies and Procedures to include reference to the Davis Bacon Act. The Webb County Auditor's Office has been informed of the need to reflect monitoring of	Head Start Director Purchasing Agent County Auditor	The program will ensure that laborers employed by contractors or subcontractors in the construction and renovation of Head Start facilities are paid wages not less than those prevailing on similar construction found in the locality as determined by the Secretary of Labor.	Effective Immediately

<p>Department of Labor, 29 CFR part 5. The grantee must provide an assurance that all laborers and mechanics employed by contractors or subcontractors in the construction or renovation of affected Head Start facilities shall be paid wages at not less than those prevailing on similar construction in the locality, as determined by the Secretary of Labor.</p>	<p>Labor.</p>	<p>compliance with the Davis Bacon Act in existing policies and procedures related to the Head Start grant.</p> <p>The Webb County Auditor's Grant Accountant, C.P.A., HS Director, and HS Accounts Payable Manager will attend training on the requirements of the Davis Bacon Act.</p> <p>Prior to the actual start of construction, the Head Start program will:</p> <ul style="list-style-type: none"> *Designate a Labor Standards Officer (LSO) for the project. *Obtain an applicable Wage Decision for the project. *Include the wage decision (and any modifications) in the bid documents. *Ensure that the wage decision is current 10 days before bid opening. *Check the proposed prime construction contractor for eligibility status. *Award the construction contract. *Hold preconstruction conference to explain labor standards. Where underpayments of wages have occurred, the LSO will ensure that the employer pay wage restitution to the affected employees. Wage restitution must 			
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		<p>be paid promptly in the full amounts due, less permissible and authorized deductions.</p> <p>The LSO will maintain a file with the following documentation for each construction contract:</p> <ul style="list-style-type: none"> *Appointment of Labor Standards Officer *Copy of Wage Rate Request(s) *Additional Classification request(s) *Bid Document(s) with Labor Standards *Provisions included *Contract Document(s) with Labor Standards Provisions included *Actual Advertisements for Bids (either full page or with publisher's affidavits) or evidence of quotes/estimates received (for small purchase procurement) *Ten-Day Call Confirmation Letter(s) *Bids Received *Bid Tabulation Sheet(s) *Contractor Eligibility Verification(s) (for each prime and/or subcontractor) *Pre-construction conference minutes and sign-in sheet(s) *Start of Construction Notice(s) *Payrolls, with evidence of compliance review *Employee interviews *Wage violations (amount of restitution, 			
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		number of hours and days) *Final Wage Compliance Report(s) *Interim inspection reports *Certificate(s) of Construction Completion *As-built Plans *Change orders			
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From 1/9/2011 to 1/12/2011, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the ARRA funded Early Head Start Program. Based on the information gathered during the review, it was determined that the ARRA funded EHS program is in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Accordingly, no corrective action is required.

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, 2011**.

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

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

During the 2010-2011 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 = 1,322

During the 2010-2011 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 = 1,322

(F) Information about parent involvement 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, 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
- Home visits
- Parental involvement in the children's educational plan.
- 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 – Biweekly Grouping (various topics)
- Parental input into program design and feedback on effectiveness
- Father Involvement Activities (My Pal and Me – twice yearly)
- Parent “Budget Input” forms
- Annual Fall Parent Conference - Health Fair – Gateway Community Center
- Healthy Marriage – Sessions and Conference
- Community Volunteer Committee
- Volunteer Training – Reader of the week, parent and child show and tell
- 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 Involvement 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.

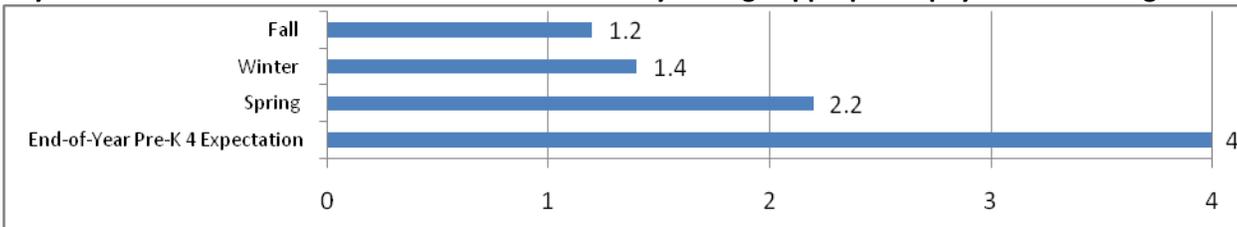
Close to one million U.S. children prepare for school in Head Start Programs throughout the Nation. Each year, more than 470,000 children of low income families transition from Head Start to kindergarten. For this reason, the Webb County Head Start program's mission is to promote school readiness by 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; and Cognition and general knowledge. Furthermore, it reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007.

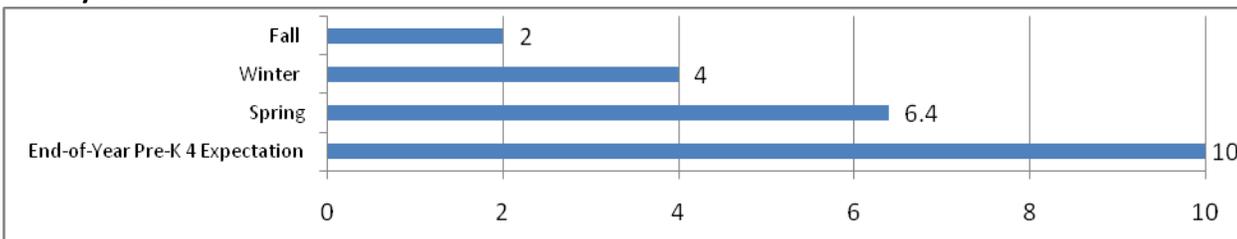
It is expected that all Webb County Head Start children will develop and progress in all areas of child development and early learning outlined in the framework. The curricula and assessment have been aligned with the Head Start Child Development and Early Learning Framework and with the Texas Pre-K Guidelines. Head Start parents are encouraged to engage as their children’s first educators, working together with teachers to support the school readiness goals. All classrooms are monitored on a monthly basis to ensure that the environment is conducive to learning. Children’s development and growth are measured and analyzed three times during the school year. An action plan is developed after each checkpoint to ensure the continuing development of the Webb County Head Start children.

Physical Development and Health

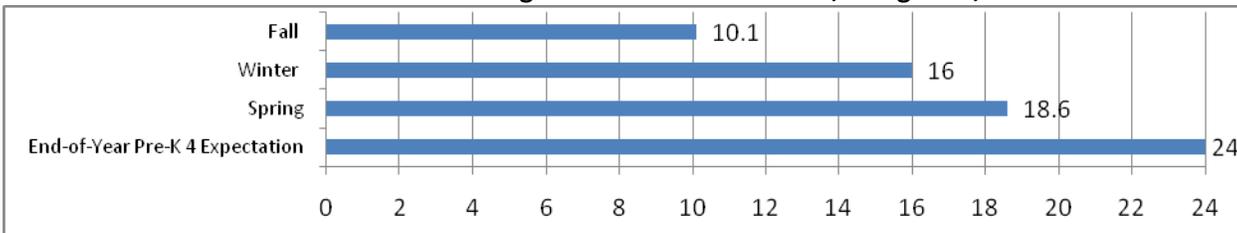
Physical Health Status: Children will maintain a healthy and age appropriate physical well being.



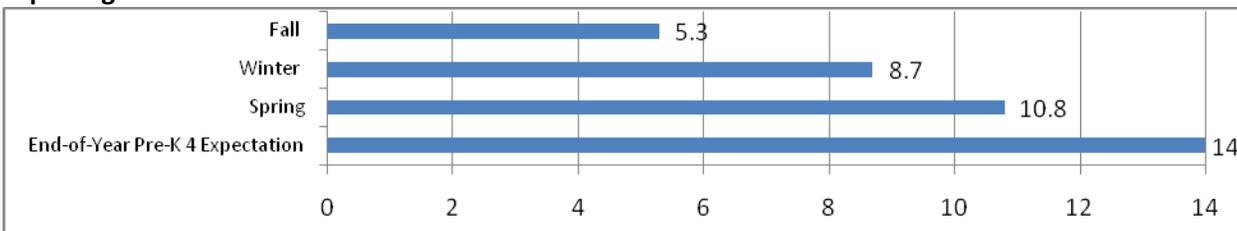
Health Knowledge and Practice: Children will demonstrate an understanding of healthy and safe habits and practicing healthy habits.



Gross Motor Skills: Children will control large muscles for movement, navigation, and balance.

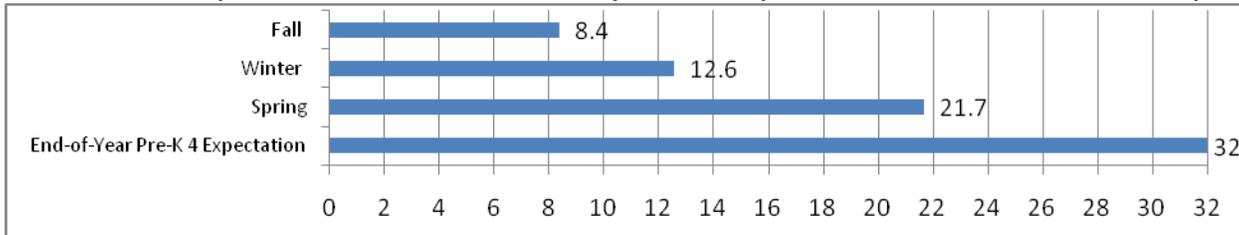


Fine Motor Skills: Children will control small muscles for such purposes as using utensils, self-care, building, and exploring.

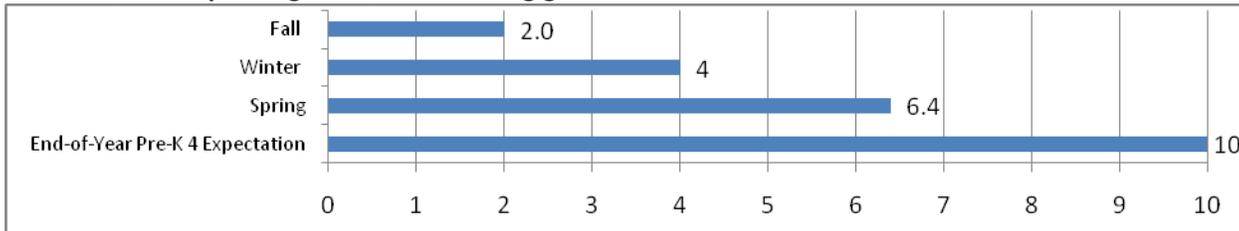


Social and Emotional Development

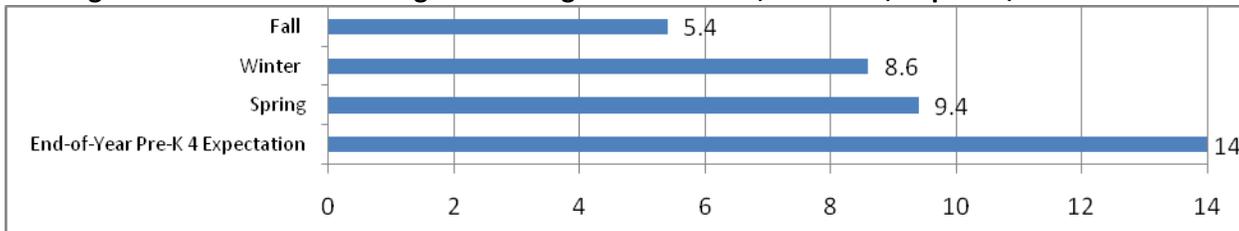
Social Relationships: Children will maintain healthy relationships and interactions with adults and peers.



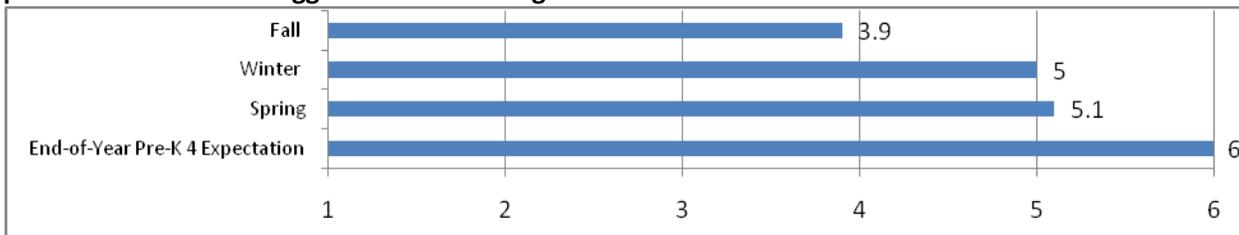
Self-Concept & Self Efficacy: Children will demonstrate perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.



Self-Regulation: Children will recognize and regulate emotions, attention, impulses, and behavior.

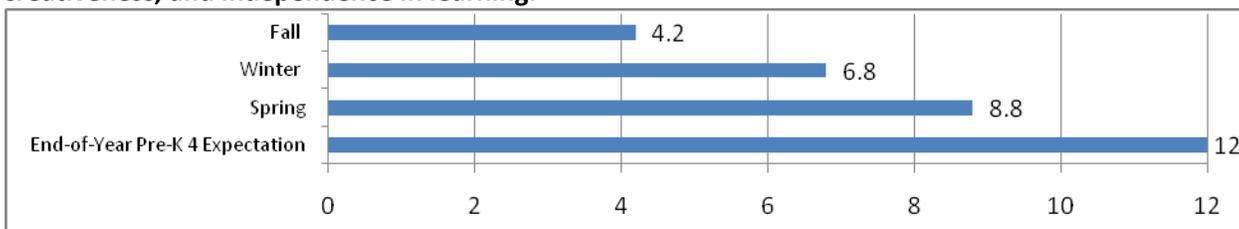


Emotional & Behavioral Health: Children will demonstrate a healthy range of emotional expression and learning positive alternative to aggressive or isolating behaviors.

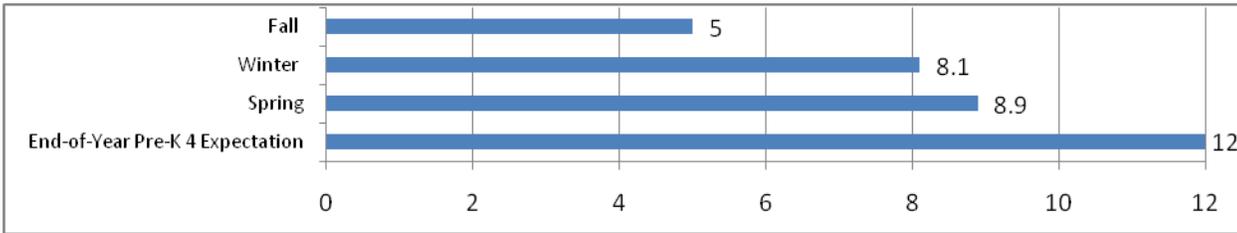


Approaches to Learning

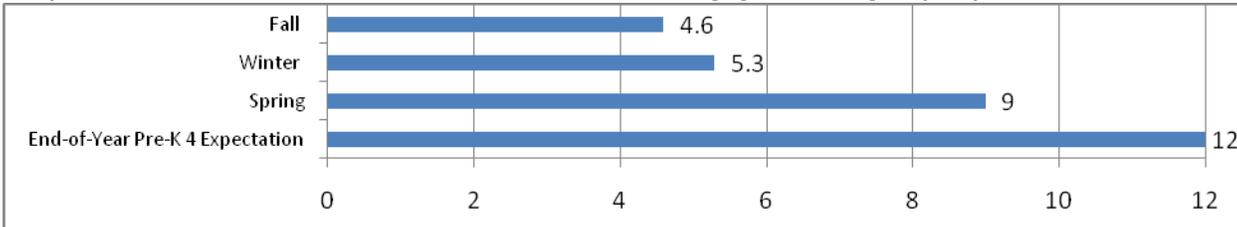
Initiative & Curiosity: Children will demonstrate an interest in varied topics and activities, desire to learn, creativeness, and independence in learning.



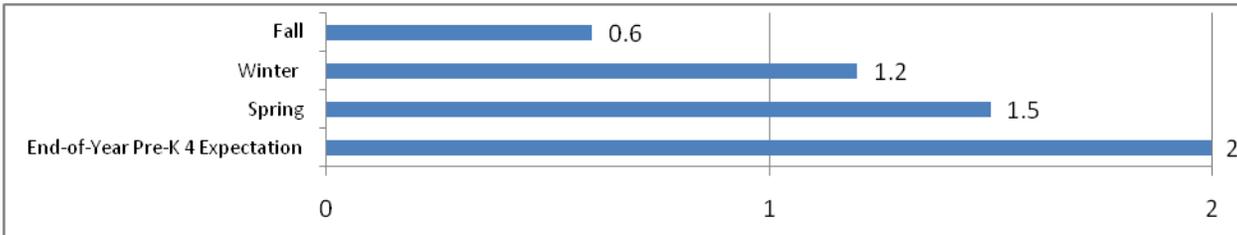
Persistence & Attentiveness: Children will demonstrate an ability to begin and finish activities with persistence and attention.



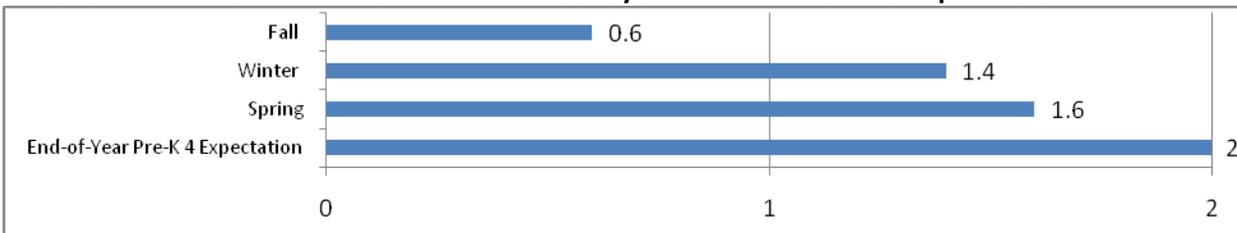
Cooperation: Children will demonstrate an interest and engagement in group experience.



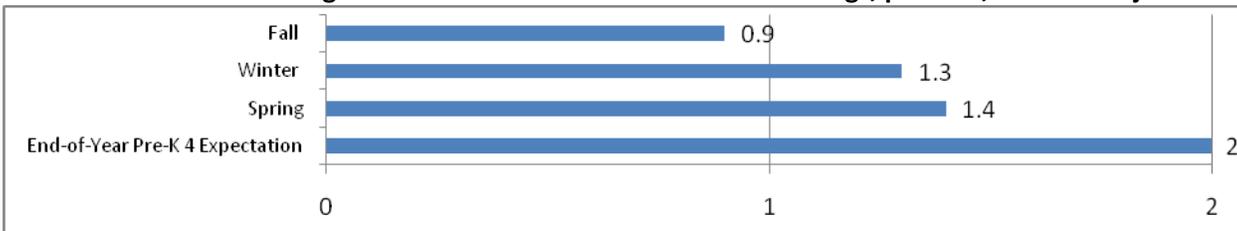
Music: Children will use voice and instruments to create sounds.



Creative Movement & Dance: Children will use body to move to music and express oneself.



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

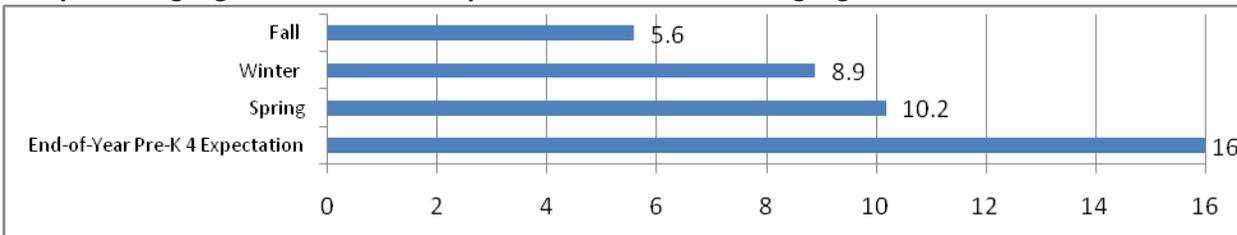


Drama: Children will portray events, characters, or stories through acting and using props and language.

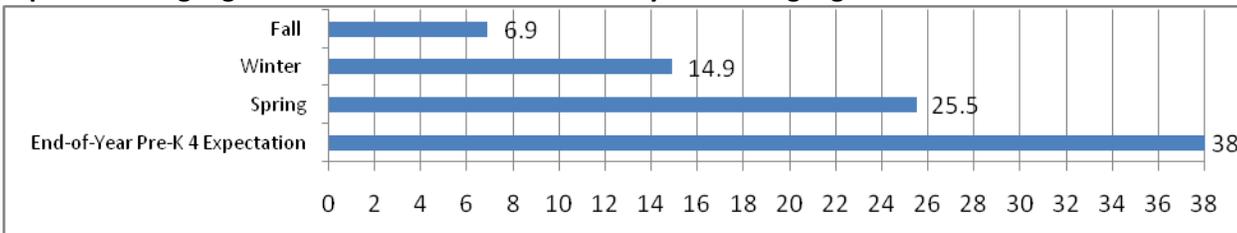


Language and Literacy

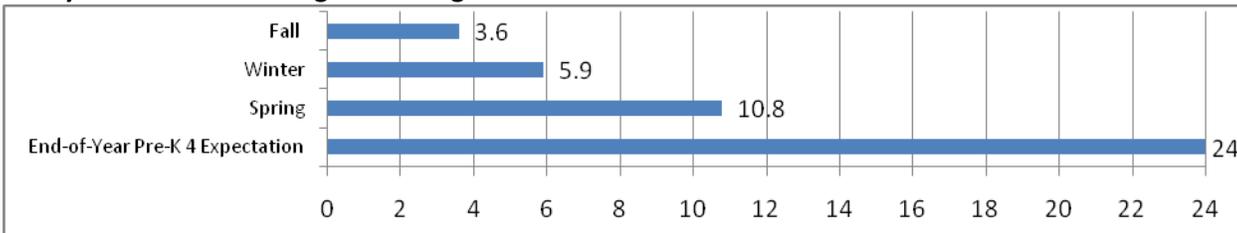
Receptive Language: Children will comprehend or understand language.



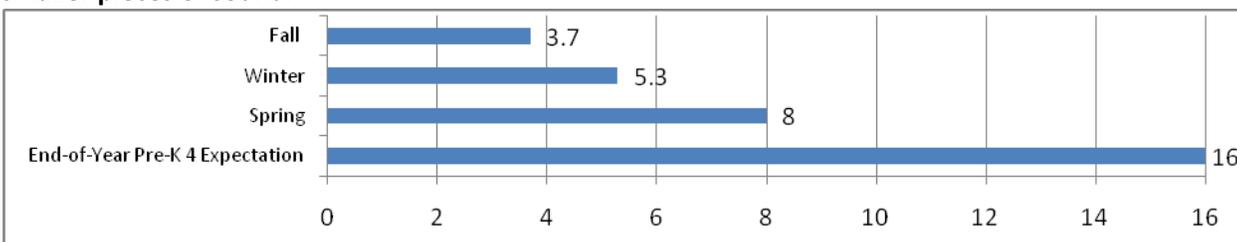
Expressive Language: Children will demonstrate ability to use language.



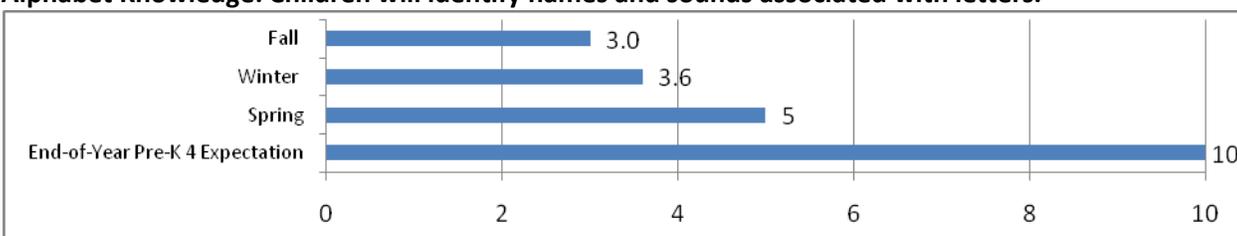
Book Appreciation and Knowledge: Children will demonstrate interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other text.



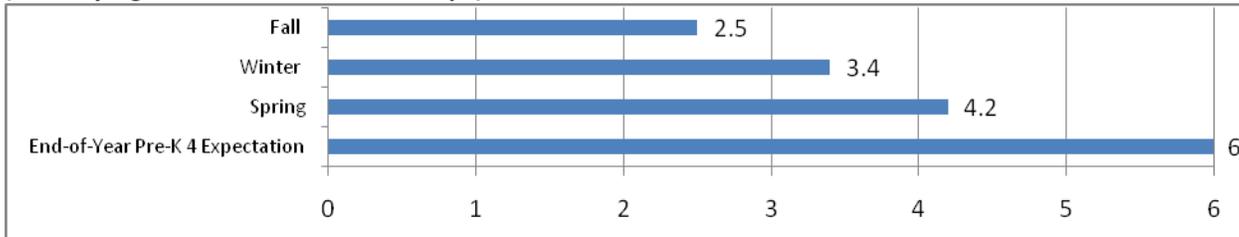
Phonological Awareness: Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound.



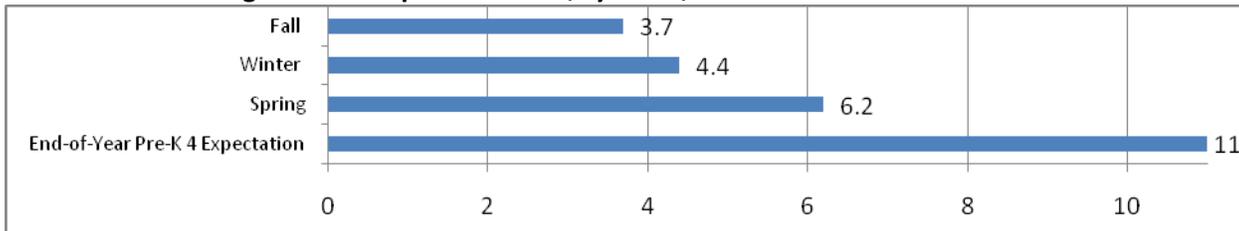
Alphabet Knowledge: Children will identify names and sounds associated with letters.



Print Concepts & conventions: Children will demonstrate knowledge of the concepts about print and early decoding (identifying letter-sounds relationships).

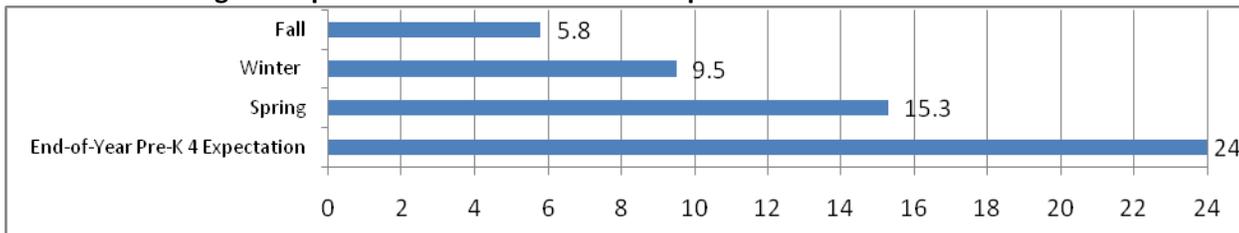


Early Writing: Children will become familiar with writing implements, conventions, and emerging skills, to communicate through written representations, symbols, and letters.

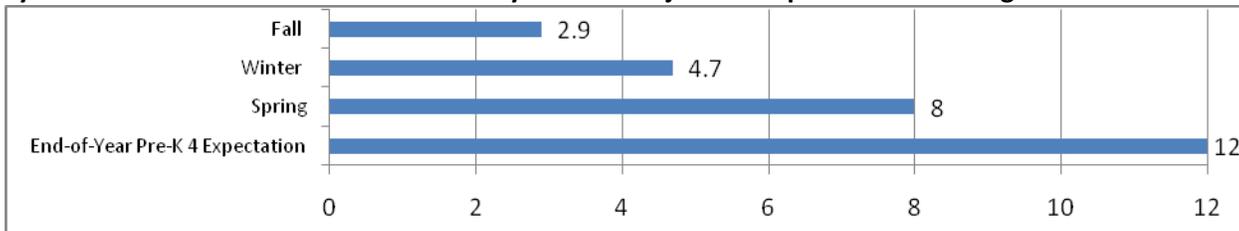


Cognition and General Knowledge

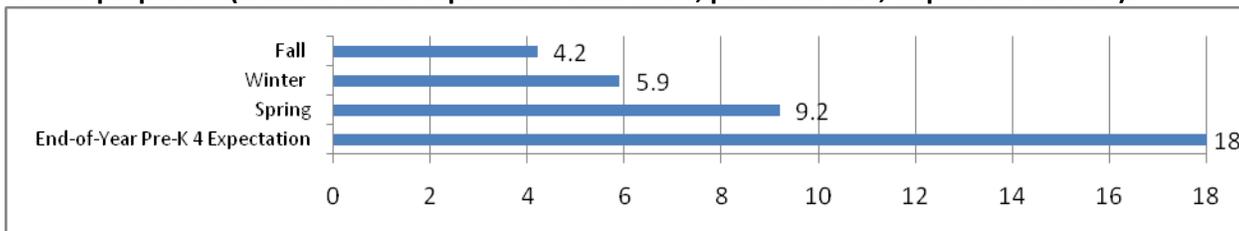
Reasoning & Problem Solving: Children will demonstrate ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.



Symbolic Presentation: Children will use symbols or objects to represent something else.



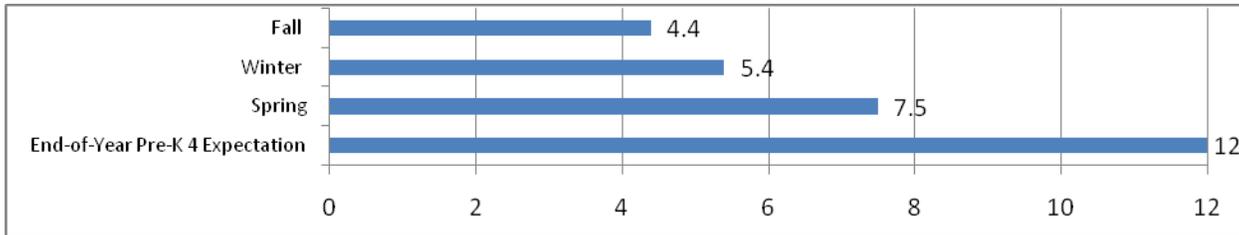
Number Concepts & Quantities: Children will demonstrate understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).



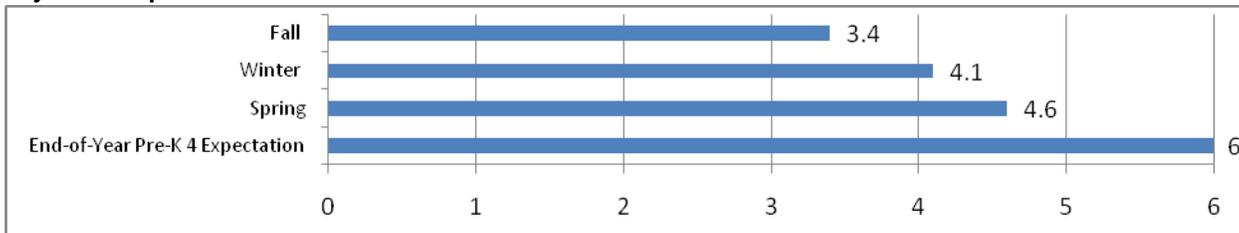
Number Relationships & Operations: Children will use numbers to describe relationships and solve problems.



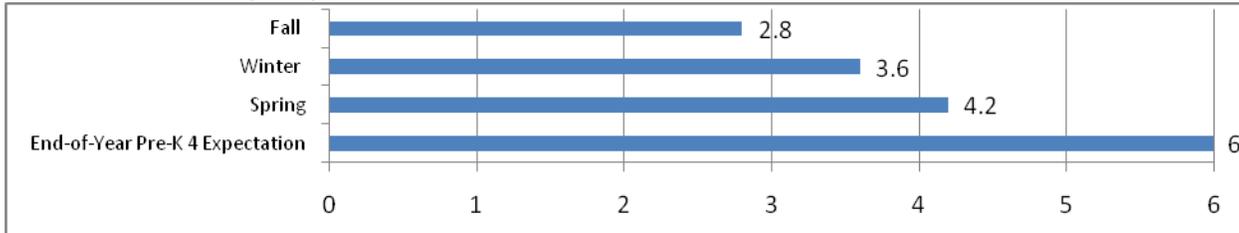
Geometry & Spatial Sense: Children will demonstrate understanding of shapes, their properties, and how objects are related to one another.



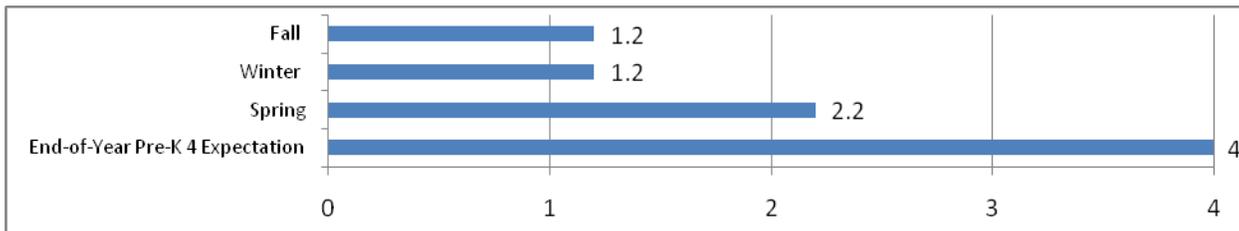
Patterns: Children will recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.



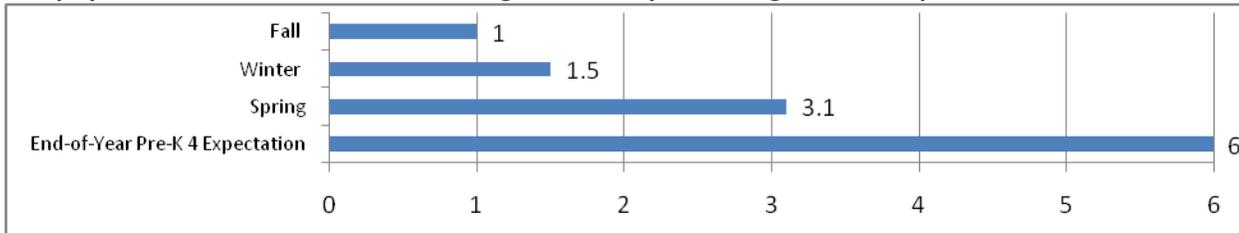
Measurement & Comparison: Children will demonstrate understanding of attributes and relative properties of objects as related to size, capacity, and area.



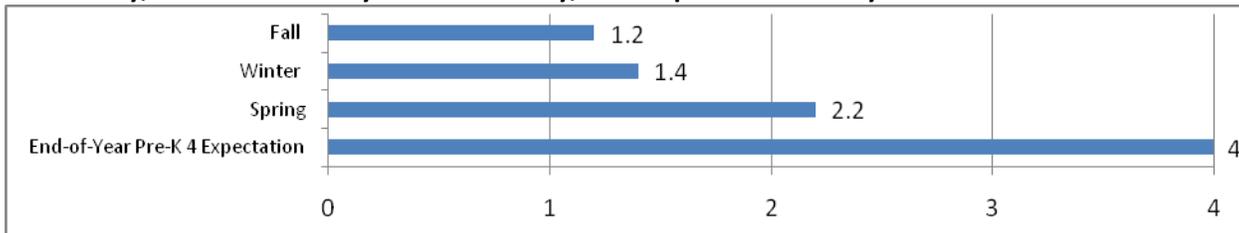
Scientific Skills & Method: Children will observe and collect information and use it to ask questions, predict, explain and draw conclusions.



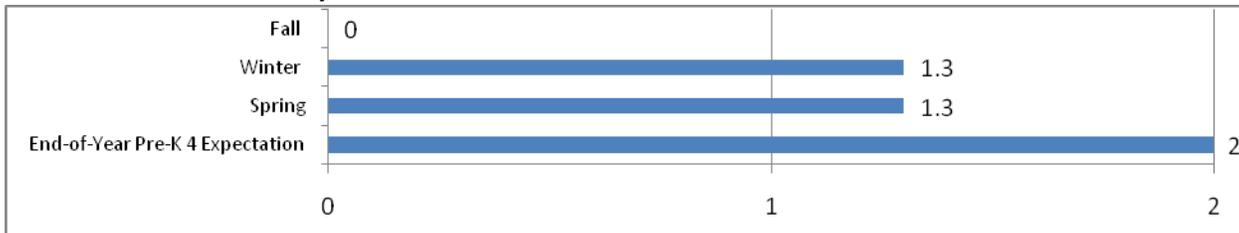
Conceptual Knowledge of the Natural & Physical World: Children will acquire concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.



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



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



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



The above charts indicate that children have made great progress throughout the year in all of the 5 essential domains. The children made great improvements from the fall checkpoint period.