

2013 Hidalgo County Head Start Community Assessment



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Executive Summary

Purpose and Objective

- The purpose of the Hidalgo County Head Start Community Assessment was to determine the strengths and needs of the community and to plan and strategize for the coming years. This is achieved by compiling relevant information that will be useful in planning and making decisions about Head Start program design and services. Head Start programs do community assessments to stimulate strategic thinking about local needs and how program services and/or operations might be adjusted to better meet those needs. Highlights from the Community Assessment are summarized below.

Methodology

- The Head Start Community Assessment was carried out by compiling relevant data, conducting a series of community meetings at different Head Start centers throughout the county, and surveying parents of children enrolled in Head Start through a bilingual survey questionnaire.
- Data from local, state and federal sources was gathered to present a demographic and socioeconomic profile of the Hidalgo County Head Start service area. Question-and-answer sessions were held at community meetings where individuals voiced their opinions regarding strengths, needs, opportunities, and accessibility to information in their communities. Lastly, 2,378 residents in Hidalgo County filled out surveys that were given to them by Head Start center managers. The surveys were designed to obtain a profile of people being served by Head Start, and to learn about their needs, community concerns, and training requirements.

Community Demographics

- The population of Hidalgo County continues to grow. The population grew from 569,463 persons in 2000, to 797,810 persons in 2011, an increase of 40.1% during the period, a 3.6% annual percentage growth rate.

- People in Hidalgo County are predominantly Hispanic and young. Nine in ten county residents are Hispanic. The median age is 28.3 years. Thirty-four percent of the population is under 18 years of age.
- Immigration is an important factor driving population change. Thirty-one percent of Hidalgo County's population was born in a foreign country.
- Sixty-two percent of persons 25 years and over in Hidalgo County had at least graduated from high school and 16 percent had a bachelor's degree or higher. This is noticeably below averages of 81 percent and 26 percent, respectively, for educational attainment in Texas.
- The number of persons living in poverty, while decreasing on the whole, is still a cause for concern. In 2011, 37.7% percent of individuals in Hidalgo County were in poverty, two times higher than the poverty rate of 18.5% for people in Texas. Poverty rates were the highest for families with a female householder, no husband, with children under 5 years of age (66.9%) in Hidalgo County. One in every two children under the age of five in Hidalgo County (51.9%) was considered to be in poverty in 2011.

Community Meetings

- Established institutions such as schools were frequently mentioned as community strengths. Police departments were mentioned by parents at several community meetings. Several participants mentioned the Head Start program as a strength in their communities. Other community strengths cited included youth programs and parks, which provide recreational opportunities for families.
- Crime, drugs, robberies, violence, and gang activity were concerns on the minds of many residents. It is not surprising that crime, drugs, robberies, and gangs were mentioned in several of the community meetings since many of the residents live in areas where these activities are more prevalent due to socioeconomic conditions. A Lack of police patrol and paved streets were mentioned as weaknesses in the community. The lack of public transportation was also listed as a weakness.

- Participants were also concerned about their children's safety, citing the need for more crosswalks and stoplights for school children who walk to school.
- Participants get information on health-related conditions and issues from a variety of sources, including parent meetings at Head Start centers, schools, visiting their local doctor and health clinic. Parents expressed a desire for more information on diabetes, nutrition, and health workshops in their community.
 - Participants were asked if they were aware of where and how to access information or assistance in case they had to confront life-threatening experiences, such as a serious accident like a house fire or a violent death. By and large, participants were fully aware of where to look for help. Dialing 911 and calling the police or fire department were the answers given when asked if they knew where to get information. Other answers also included Red Cross, Salvation Army, and church.
 - Participants were also posed the question, "Do you have access to information on how to deal with violence in a public place?" Like the question on life-threatening situations, 911 and police department were mentioned the most. Other sources identified for dealing with violence were Mujeres Unidas, Head Start, Child Protective Services, and Adult Protective Services.
 - Participants were asked to enumerate the resources available to them in a number of "opportunity" fields, such as job training and/or retraining, adult education, and child care. Most participants named Workforce Solutions, city libraries, schools, and Head Start as places to get information on community resources.
 - There were a considerable number of community needs voiced by participants at the community meetings. Many of the community needs identified by participants focused on infrastructure improvements, such as better streets, drainage, lights, etc., in their communities. The need for GED and ESL classes were cited by many parents as well. And activities that provide opportunities for families, such as more parks and swimming pools, were mentioned by parents at the community meetings.
 - Parents would like to see more slots for the Head Start program. Additional parking and enhanced safety with school zone signs and street signs were also cited by parents. Transportation and more buses were suggested by parents. A very important suggestion was for Head Start to give more information during the meetings.

Community Surveys

- A majority of the survey respondents were Hispanic (97%) and were married (69%). The average household size was 4.9 persons.
- Spanish is more widely known and spoken in homes of the parents. Eighty-eight percent of the respondents said they speak Spanish, compared to 55% who said they speak English. Fifty-seven percent of the persons surveyed said Spanish was spoken the most in their home, compared to 19% who said English. Twenty-four percent of the respondents said both languages were spoken in their homes.
- Only forty-eight percent of the respondents have a high school diploma or higher, 4% had an associate's degree or certificate, and 4% a degree. The educational levels of respondents' spouses were low as well. Only 41% have a high school diploma or higher and 5% have a degree.
- Employment status showed that 51% of the respondents were employed and 82% of their spouses were employed.
- Hidalgo County Head Start Program records show that out of a total of 3,690 children, 438 children have been diagnosed with a disability. The majority of disability cases are speech impairment disabilities.
- According to 2011 American Community Survey, 37 percent of Hidalgo County residents are uninsured. In comparison, 75% of the respondents said that they did not have health insurance. Only 7% of survey respondents are covered by the Children's Health Insurance Program (CHIP), and 6% reported having family health insurance.
- Eighty-eight percent of survey respondents receive food stamps, 72% receive WIC benefits, and 26% participate in the Temporary Assistance for Needy Families (TANF) program. Eighty-six percent receive Medicaid. Social Security is received by 17% of survey respondents. Thirteen percent receive public housing benefits.
- Personal transportation is owned by 85% of survey respondents; the remaining respondents ask their friends and families for a ride or use a taxi or bus.
- Forty-one percent of respondents own their home. Fifty-four percent of respondents have heating in their home; sixty-nine percent have air conditioning in their homes. Fourteen percent of respondents reported that flooding is a problem.

- Sixty-one percent of respondents have telephone service. Forty-one percent of households have a computer at home, and 39% of households have Internet access.
- The top five pressing concerns in communities are crime (51%), unemployment (49%), lack of parental emphasis on education (36%), teenage pregnancy (31%), and lack of health insurance (29%).
- When asked to rate their Head Start program, 95% of survey respondents reported that they were 'satisfied' or 'very satisfied' with the services provided to them by the Hidalgo County Head Start program.
- The most popular Head Start program is the full day program (73%), followed by the extended day program (24%).
- Eighty-eight percent of the respondents said that they were familiar with Head Start services in their community. Most parents had heard about Head Start services from friends (56%), Head Start staff members (23%), and flyers (14%).
- Parents would like the following training programs in their community: child-care (54%), involvement with children (48%), prenatal (16%), and mental health (15%).

Child Care and Unmet Needs

- Figures from American Community Survey 2011 data reveal that 39,985 of children 5 years and younger (51.9% of all children 5 and under) in Hidalgo County live in poverty. That is, the absolute and percent share of children in poverty has increased due to an increase in overall population. The Hidalgo County Head Start program serves 3,690 children. Teaching & Mentoring Communities' Head Start Program serves 1,320 children. Workforce Solutions serves 8,438 children as of May 2013 through the Care Management Services (CCMS) program. Together, 13,448 children receive child care services through Hidalgo County Head Start, Teaching & Mentoring Communities Head Start, and Workforce Solutions' Child Care Management Services programs. This leaves an estimated additional 26,537 children who are under the age of 5 and living in poverty, who may be eligible to receive Head Start services under Head Start's income guidelines.

Introduction

“Head Start reflects a realistic and wholesome awakening in America. It shows that we are recognizing that poverty perpetuates itself. Five and six-year-old children are inheritors of poverty’s curse, and not its creators.”¹

- President Lyndon B. Johnson

In announcing the Head Start program at a White House Rose Garden ceremony in 1965, President Johnson acknowledged society’s long-standing promise made to America’s poor children and families to address the complex nature of poverty. Head Start was founded on the premise that strong early childhood education plus a host of comprehensive services for both children and families would have an impact on children’s later success in school and in life. Since 1965, the program has provided these critical services to more than 30 million children. While no one program can completely alleviate the debilitating effects of poverty and its effects, the Head Start program represents one of the most useful tools there is to help the most economically disadvantaged children.

Research indicates the importance of early childhood brain development and the necessity of eliminating the risk factors associated with poverty that may impair brain development. For example, research from the Department of Health and Human Services shows that acquiring specific pre-reading, language, and social skills strongly predict future success in school.² The period from birth through age 5 is a critical time for children to develop the physical, emotional, social, and cognitive skills they will need to be successful in school and the rest of their lives. Children from poor families, on average, enter school behind children from more privileged families. Consequently, it is important that programs promoting early learning for low-income children are grounded in a comprehensive approach that addresses health, family, and education issues.

¹ E. Ziegler and S. Muenchow. *Head Start: The Inside Story of America’s Most Successful Educational Experiment*. HarperCollins Publishers, New York, NY, 1992.

The Head Start program was created to promote school readiness to enable each child to develop to his or her fullest potential. Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. *The Head Start Approach to School Readiness* means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school. School readiness goals articulate the program's expectations of children's status and progress across the five essential domains of child development and early learning that will improve children's readiness for kindergarten [§ 1307.2]. Goals are broad statements that articulate the highest developmental achievement children should attain as a result of Early Head Start and Head Start services. Agencies outline the steps of progression toward these goals through a developmental sequence of age- and stage-appropriate behaviors, skills, and knowledge that children birth-to-five need to acquire to accomplish each broad goal.

Head Start promotes the school readiness of children ages birth to 5 from low-income families by enhancing their cognitive, social and emotional development. Head Start provides a learning environment that supports children's growth in: language and literacy; cognition and general knowledge; physical development and health; social and emotional development; and approaches to learning. Head Start provides comprehensive services to enrolled children and their families, which include health, nutrition, social services and other services determined to be necessary by family needs assessments, in addition to education and cognitive development services.

Head Start services are designed to be responsive to each child and family's ethnic, cultural and linguistic heritage. Head Start emphasizes the role of parents as their child's first and most important teacher. Head Start programs build relationships with families that support: family well-being and positive parent-child relationships, families as learners and lifelong educators, family engagement in transitions, family connections to peers and community, and families as advocates and leaders.

² *Strengthening Head Start: What the Evidence Shows*. US Department of Health and Human Services, Office of the

Head Start programs offer a variety of service models, depending on the needs of the local community. Programs may be based in: centers or schools that children attend for part-day or full-day services; family child care homes; and children's own homes, where a staff person visits once a week to provide services to the child and families.

Over a million children are served by Head Start programs every year, including children in every U.S. state and territory and in American Indian and Alaskan Native communities. Since 1965, nearly 30 million low-income children and their families have received these comprehensive services to increase their school readiness.



Assistant Secretary for Planning and Evaluation, June 2003, page 1. Available online:
<http://aspe.hhs.gov/hsp/StrengthenHeadStart03/index.htm>

At the national level the Head Start program is administered by the Administration for Children and Families (ACF) in the Department of Health and Human Services. Grants are awarded by the ACF Regional Offices and the Head Start Bureau's American Indian and Migrant Program Branches directly to local public agencies, private non-profit and for-profit organizations, Indian tribes and school systems for the purpose of operating Head Start programs at the community level.

Head Start programs must adhere to a set of performance standards regarding what services are to be provided, including educational, health, parental involvement, nutritional, social, and transition to school.³ Broadly, these standards require Head Start programs to:

- Build relationships with parents as early as possible and create ongoing opportunities for parent involvement throughout the time children are in the program;
- Help families work toward their goals and link families to or provide necessary services;
- Make programs open to parents at any time, involve parents in the development of program curriculum, and provide parents opportunities to volunteer or become staff;
- Provide parents with opportunities to enhance their parenting skills;
- Help parents become active partners in accessing health care for their children, make community services more responsive to their family needs, and transition their children into school; and
- Involve parents in program decision-making and governance.

To accomplish its tasks, Head Start grantees have to design a broad array of programs that not only pass statutory muster, but more importantly take into account the needs and concerns of children and families. Programs must develop ways for parents to enhance their skills, knowledge, and understanding of educational and developmental needs and activities of their children, as well as for them to share any concerns they may have about child development. They must assist parents in enrolling in available health insurance programs, encourage and

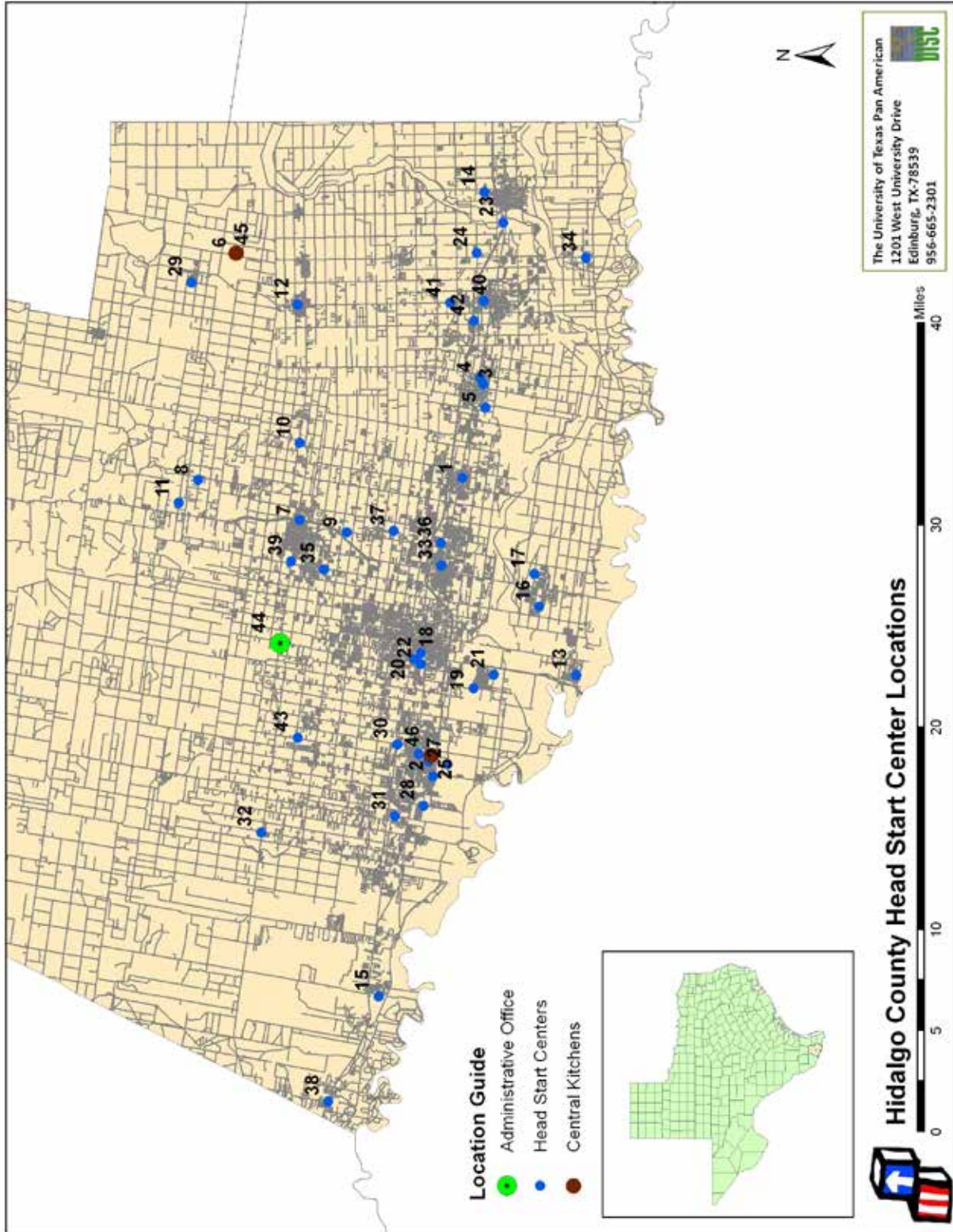
facilitate parents to accompany their children to medical and dental exams, and provide parents with opportunities to learn about preventative health care. And they must work at the community level to provide families with information about local resources and to support parents to influence the character of community services.

The Hidalgo County Head Start Program is administered by the county government and is located in Edinburg, Texas. The Hidalgo County Head Start Program operates 43 Head Start centers, two central kitchens, and an administrative office (see Map 1) in Hidalgo County. The Head Start program is based on the premise that all children share certain needs, and that children of low-income families, in particular, can benefit from a comprehensive development program to meet those needs in the areas of health, education, nutrition, social, and other services. The overall goal of the Head Start program is to bring about a greater degree of social competence in the children and families of the community. Additionally, the Head Start program allows for direct parental involvement in all facets of program activities, which positively impacts the growth and development of their children and the community in general.



³ 42 USC 9836A Sec. 641A.

MAP 1. LOCATION OF HEAD START CENTERS IN HIDALGO COUNTY



Purpose, Objectives and Methodology

Purpose

The purpose of the Hidalgo County Head Start Community Assessment was to determine the strengths and needs of the community, as per the requisites outlined in Part 1305.3(c) of the Head Start Regulations, Title 45 of the Code of Federal Regulations, which states that each Head Start grantee agency must conduct a community assessment within its service area once every three years. Hidalgo County Head Start contracted with The University of Texas-Pan American to conduct a comprehensive community assessment every three years and produce a statistical review every year. Regularly gathering information about Head Start's community needs and resources is key to assuring that local programs continue to adequately serve children and families. As outlined, the community assessment must include the collection and analysis of the following information in the area:

- The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;
- Other child development and child care programs that are serving Head Start eligible children, including publicly-funded state and local preschool programs, and the approximate number of Head Start eligible children served by each;
- The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies;
- Data regarding the education, health, nutrition and social service needs of Head Start eligible children and their families;
- The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and by institutions in the community that serve young children; and
- Resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessment of their availability and accessibility.⁴

⁴ For regulations concerning the eligibility, recruitment, selection, enrollment and attendance in Head Start programs, go to <http://www.acf.hhs.gov/programs/hsb/performance/1305.htm>

Community assessments are done on a periodic basis by all Head Start agencies to stimulate strategic thinking about local needs and how the program's services and/or operations might be adjusted to better meet those needs. Information from the community assessment and statistical review is used by Hidalgo County Head Start administrators to:

- Determine the its philosophy, and its long-range and short-range program objectives;
- Determine the type of component services that are most needed and the program option or options that will be implemented;
- Determine the recruitment area that will be served by the grantee, if limitations in the amount of resources make it impossible to serve the entire service area.
- If there are delegate agencies, determine the recruitment area that will be served by the grantee and the recruitment area that will be served by each delegate agency.
- Determine appropriate locations for centers and the areas to be served by home-based programs; and
- Set criteria that define the types of children and families who will be given priority for recruitment and selection.

Objectives

This community assessment was designed around the central and comprehensive objective to fully answer the regulatory requisites put forth above. It is the intent of the Hidalgo County Head Start Program to describe and present an accurate assessment of the community by utilizing all of the resources available at the University of Texas-Pan American in consultation with Head Start staff, parents and community partners.

Consequentially, a second though equally important objective in conducting this study is to help the Hidalgo County Head Start Program in their overall planning process. It is the intent of The University for this community assessment to help the Hidalgo County Head Start Program decide what initiatives need more attention than others based on what the Head Start community itself has to say regarding what it sees as needs and concerns. Results of this study will help make decisions regarding goals and objectives, activities to accomplish for the objectives, look into program options and identify the possible gaps in Head Start services and help find ways of addressing them.

Methodology

This study was conducted in three separate phases:

- The first part consisted of a cursory review of available data from official and relevant data sources for the Hidalgo County Head Start service area.
- The second part consisted of direct parent input through a series of community meetings at different Head Start centers throughout Hidalgo County.
- The third part consisted in the passing out of surveys to parents whose children are attending Head Start programs as well as interested parents in Head Start communities throughout the county, and their subsequent return for data collection and analysis.

Data Review

The first phase in conducting a community assessment necessitates the collection of data from a wide variety of sources so as to “couch” or place information collected in subsequent phases in the appropriate setting. For example, knowing that parents want more of a certain service, such as expanded program hours, is a good fact for decision-makers and planners to have. However, this fact can be substantiated and made even more useful by an appropriate framework provided by “hard facts” such as statistics on family employment and income. Building this framework requires searching through droves of data from a wide array of agencies and bureaus and analyzing collected datasets to provide a comprehensive profile of the community.

This study presents data – mostly but not exclusively quantitative – on numerous subjects, such as demographics, economics, health, and education. In some instances, numbers may be difficult to interpret but every effort has been made to make the statistics presented in this section as easy to comprehend and place them in their appropriate contexts. Whenever possible, the study presents data for prior years and/or for other comparable areas in order to provide some context. The information is presented in a variety of formats to make it easier for people with different learning styles to comprehend.

Some of the indicators are purely descriptive but can be helpful in assessing or planning program operation – for example, the numbers of young children in an area. Other indicators imply value

judgments – that there is a problem, for example, if graduation rates are lower than in the past or lower than in other areas. It is hard to say whether on any given indicator, the number is so high or so low as to be a source of concern. Sometimes benchmarks have been established by professional organizations or as a result of collaborative planning processes that suggest a basis for interpreting the data. Ultimately, judgments are required based on community values that must be rendered in the course of the broader planning process.

Obtaining high quality data on local areas is always a challenge. The most comprehensive source of data has always been the federal decennial census. This study uses the data from American Community Survey (ACS), which is released every year and is designed to provide communities a fresh look at how they are changing and provide more up-to-date information. (All Census data used in this assessment can be found on the Internet at www.census.gov.)

The ACS collects and produces social, economic, housing, and demographic data every year instead of every ten years. About three million households are surveyed each year, from across every county in the nation. Collecting data every year provides more up-to-date information throughout the decade about trends in the U.S. population at the local community level.

The process of reviewing relevant data for the Hidalgo County Head Start service area was facilitated by successful collaborative experiences that The University of Texas-Pan American has with relevant data agencies. The University has a Census Information Center (CIC) that receives timely access to all relevant census data sources. In addition, the Data and Information Systems Center (DISC) is a State Data Center affiliate and has institutional and network contacts with a wide array of state data collection agencies, such as the Texas Department of Health, and the Texas Department of Child and Protective Services.

Community Meetings

The process of assessing the strengths and needs of people in Hidalgo County involved holding six community meetings. With staff members from The University of Texas–Pan American’s Data Center serving as facilitators, several citizens from Hidalgo County participated in the community assessment meetings and contributed their time to this worthy effort.

The community meetings provided parents with a direct outlet for expressing their concerns regarding the immediate and longer-term needs of their community and their children. At each community meeting the objectives of this community assessment study were explained to the participants. A series of questions were posed to the parents on the strengths and needs of their community. Many parents followed-up with comments on a number of issues pertinent to them.

Survey Distribution and Analysis

Four thousand surveys were distributed to Head Start center managers in Hidalgo County. The survey instrument used for this community assessment was modeled after the one used in the 2001, 2004, 2007, and 2010 Community Assessment, with slight modifications based on input from Head Start administrators. Two thousand surveys were printed in English and two thousand surveys were printed in Spanish. The center managers distributed the surveys to the parents that came to drop off their children. The parents were asked to fill out the survey and return it to the center manager. At the end of the survey phase, 2,378 usable surveys were collected. (A copy of the survey instrument used for this community assessment, in English and Spanish, is presented in the Appendix.)

Data Review

The geographic area for this study is Hidalgo County, located in South Texas (Map 1). This is the service area for the Hidalgo County Head Start Program. Hidalgo County is one of 254 counties in the State of Texas and is flanked by Starr County to the west, Jim Hogg and Brooks counties to the north, Willacy and Cameron counties to the east, and the Rio Grande River to the south, thus sharing an international border with the Mexican state of Tamaulipas and the municipios of Reynosa and Rio Bravo.

MAP 2. HIDALGO COUNTY



The county has 1,570 square miles and its population density is 493 persons per square mile. The center point of the county is at 26°23' north latitude and 98°10' west longitude. Hidalgo County experiences a subtropical climate that provides a year-round growing season marked by mild winters, warm and humid evenings and adequate rainfall to sustain a variety of crops. This subtropical climate also lures “Winter Texans” down who call Hidalgo County their home for approximately six months. The county seat is the City of Edinburg; other important cities in the county include McAllen, Pharr, Mission and Weslaco. Hidalgo County is comprised of the McAllen-Edinburg-Mission Metropolitan Statistical Area (MSA), one of two metropolitan areas in the Rio Grande Valley.

Population Characteristics

Perhaps one of the most important demographic variables influencing the economic vitality of a region is its population. Is it a young, expanding population? Or does it consist largely of retiring baby boomers? Are there enough economically active people to sustain growth? Or is it an area exporting workers and capital? In Hidalgo County, one notices a very marked trend toward what would be termed a population boom. The population of Hidalgo County grew from 569,463 persons in 2000, to 797,810 persons in 2011, an increase of 40.1% during the period, outpacing the population growth rate in Texas (20.6%) and the United States (9.7%) during the same period. Hidalgo County (McAllen-Edinburg-Mission MSA) was the 4th fastest growing metro area in the United States from 2010 to 2011.

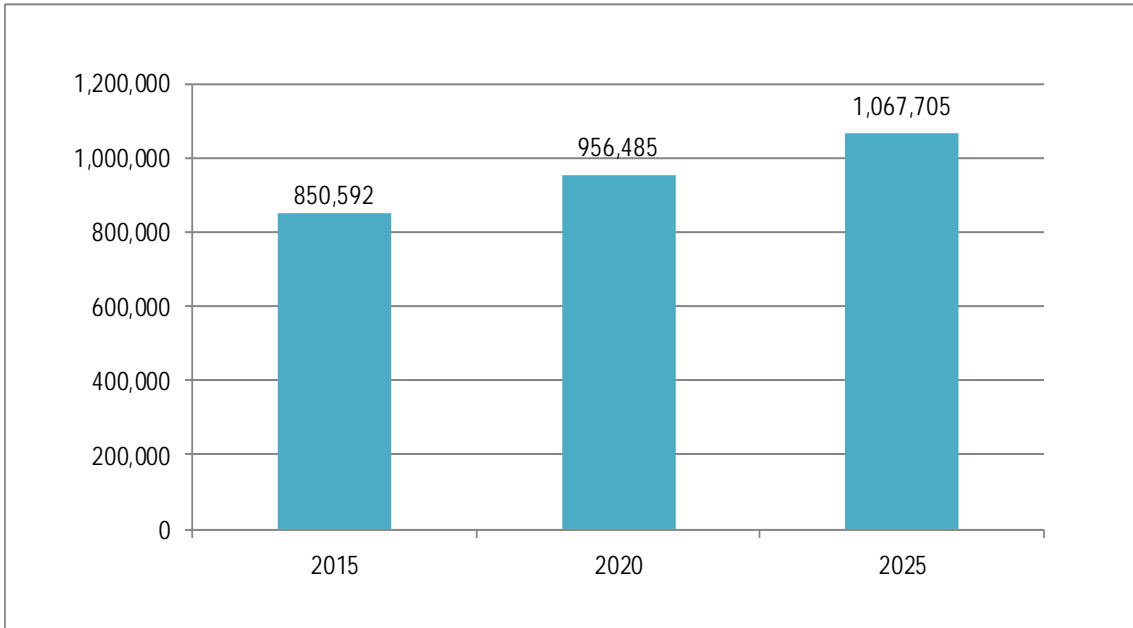
**TABLE 1. FASTEST GROWING POPULATION
IN U.S. METRO AREAS, 2010 to 2011**

RANK	METROPOLITAN STATISTICAL AREA	% CHANGE
1	Kennewick-Pasco-Richland, Washington	4.3
2	Austin-Round Rock-San Marcos, Texas	3.9
3	Hinesville-Fort Stewart, Georgia	3.4
4	McAllen-Edinburg-Mission, Texas	3.0
5	Raleigh-Cary, North Carolina	2.9
6	Warner Robins, Georgia	2.9
7	Provo-Orem, Utah	2.7
8	Charleston-North Charleston-Summerville, South Carolina	2.6
9	Myrtle Beach-North Myrtle Beach-Conway, South Carolina	2.6
10	Yuma, Arizona	2.6

Source: Census Bureau, 2010 and 2011 Population Estimates.

The population in Hidalgo County is projected to continue to grow at a steady rate, led by a higher than average birth rate and continued in-migration into the county. The Hidalgo County population is projected to reach 850,592 persons by 2015, 956,485 persons by 2020, and surpass 1 million persons by the year 2025 under a moderate growth rate scenario.

Figure 1. Hidalgo County Population Projections, 2015-2025

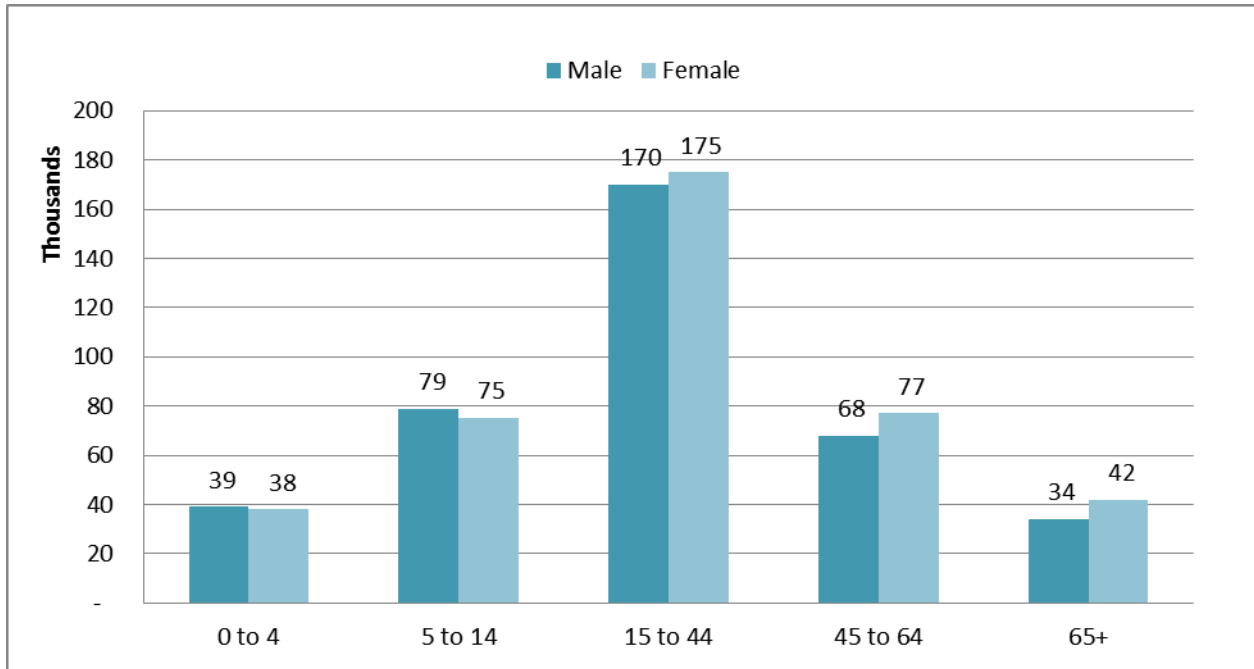


Source: Texas State Data Center, Population Projections, 0.5 Scenario.

There are 216,000 households in Hidalgo County. The average household size is 3.7 persons. Families make up 82 percent of the households in Hidalgo County. Married-couple families make up 60 percent of households. Other family households make up 22 percent of households in Hidalgo County. Eleven percent of county households are comprised of single mothers with children under 18 years of age.

People in Hidalgo County are predominantly Hispanic and young. The median age is 28.3 years. The distribution of population by gender and age show that the 15 to 44 year-olds make up the largest portion of the population in Hidalgo County, with 170,000 males and 175,000 females in this age group. There are 39,000 males and 38,000 females between the ages of 0 and 4, and 79,000 males and 75,000 females between the ages of 5 and 14.

FIGURE 2. HIDALGO COUNTY POPULATION BY GENDER AND AGE



Source: 2011 American Community Survey 1-year estimates.

Nine out of ten county residents are of Hispanic or Latino origin. Sixty-nine percent are native; thirty-one percent of Hidalgo County residents are foreign-born.

Among people at least five years old living in Hidalgo County in 2011, 15 percent speak “only English” at home. The majority of residents, 85 percent, “speak a language other than English” at home. Spanish was the language, other than English, that is most spoken at home (84%). About 38 percent of the population 5 years and over that speak Spanish said they speak English less than “very well.”

For the purpose of this study, it is important to pay close attention to the child population under the age of 5. Data released from Census 2000 showed that the total number of children under the age of 5 in Hidalgo County was 58,138 persons or about 10% of the total population. In 2011, children under 5 grew to 77,364 persons, a 33 percent increase from 2000. In 2011, children under 5 comprised 9.7 percent of the population.

TABLE 2. THE CHILD POPULATION AT A GLANCE

	CHILDREN BELOW THE AGE OF 5					
	1990	2000	2010	2011	1990-2000 % Change	2000-2011 % Change
Hidalgo County	35,438	58,138	74,378	77,364	64%	33%
State of Texas	1,380,688	1,624,628	1,936,308	1,953,347	18%	20%

Source: 1990, 2000, and 2010 Census, 2011 American Community Survey 1-year estimates.

The increase in population of young and old alike, in Hidalgo County and other border counties, can in large part be attributed to immigration from Mexico and the Americas (coupled with migration from other parts of Texas and the United States) and a high fertility rate (103 births per 1,000 females aged 15-44 years of age, well above the state average of 76.8 births per 1,000 females aged 15-44 years of age).⁶

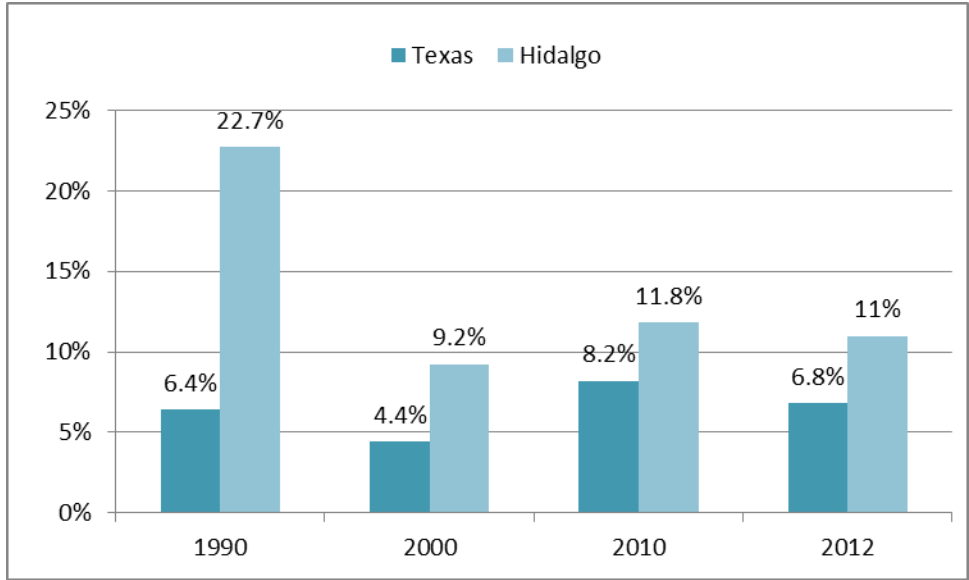
Moreover, when reading official federal population counts, like those provided by the U.S. Census Bureau, it is important to note that a relevant undercount is likely to occur at every point of enumeration. Due to a sizable number of undocumented residents in the border region, the population numbers are likely to be sizably less than the actual numbers. Wary of authorities, illegal or undocumented persons may be hesitant to participate in exercises that they perceive may endanger their life in the United States. This is a precarious situation, given that decennial counts by and large drive the influx of state and federal monies to the area: any undercounting seriously undermines the amount of resources needed for economic development or social services the area desperately needs.

Employment Characteristics

A look at employment patterns shows higher unemployment rates in Hidalgo County as compared to the State of Texas. Among Texas metropolitan areas, the McAllen Edinburg-Mission MSA has one of the highest unemployment rates in all of the state.

⁶ Texas Department of Health, Center for Health Statistics, Health Currents Report, 2010.

FIGURE 3. ANNUAL UNEMPLOYMENT RATES, 1990-2012



Source: Bureau of Labor Statistics, Local Area Unemployment Statistics.

Much of the region continues to struggle with unemployment. In 2012 the average annual unemployment rate in the McAllen-Edinburg-Mission MSA was 11 percent. For April 2013, the unemployment rate dropped slightly to 10.5%. Despite the high unemployment rate, Hidalgo County added 3,500 jobs from April 2012 to April 2013. The growth was due to increases in jobs in retail trade, wholesale trade, and construction.

TABLE 3. TOP TEN TEXAS METROPOLITAN STATISTICAL AREAS JOB GROWTH, APRIL 2012-APRIL 2013

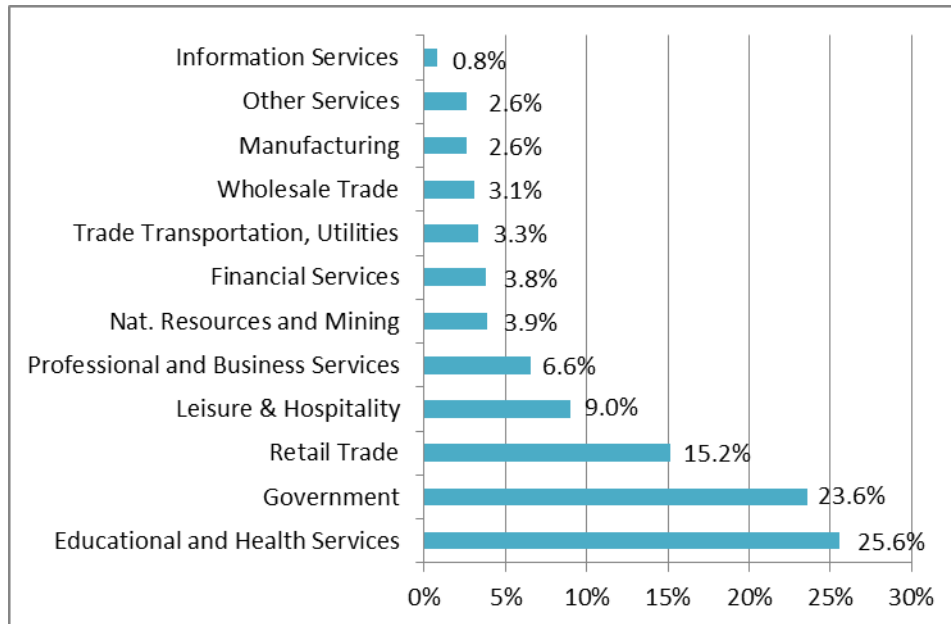
METROPOLITAN STATISTICAL AREA	PERCENT CHANGE
Midland	6.9%
Odessa	6.1%
Houston-Sugar Land-Baytown	4.2%
Austin-Round Rock-San Marcos	3.8%
Corpus Christi	3.7%
San Angelo	3.7%
Dallas-Fort Worth-Arlington	3.5%
Victoria	3.1%
College Station-Bryan	2.8%
Laredo	2.8%
Waco	2.6%
Killeen-Temple-Fort Hood	2.3%

Abilene	2.1%
Lubbock	1.6%
San Antonio-New Braunfels	1.6%
McAllen-Edinburg-Mission	1.5%
Brownsville-Harlingen	1.4%
Sherman-Denison	1.4%
El Paso	1.1%
Tyler	1.1%
Longview	1.0%
Amarillo	0.7%
Wichita Falls	-0.2%
Texarkana	-0.7%
Beaumont-Port Arthur	-0.9%
State of Texas	3.1%

Source: May 2013 Labor Market Information Review, Texas Workforce Commission.

Some of the largest employers in Hidalgo County include public schools, public administration (local governments), universities, hospitals, health care agencies, restaurants, food stores, and social service agencies. Excepting public instances, the largest private local companies tend to work in the education, health services, government, transportation, retail centers, restaurants, and call centers.

FIGURE 4. DISTRIBUTION OF EMPLOYMENT IN HIDALGO COUNTY



Source: May 2013 Labor Market Information Review, Texas Workforce Commission.

TABLE 4. EMPLOYMENT BY INDUSTRY FOR HIDALGO COUNTY

INDUSTRY	April 2012	April 2013	PERCENT CHANGE
Total Employment	229,500	233,000	1.53%
Natural Resources, Mining and Construction	8,900	9,100	2.25%
Manufacturing	6,200	6,100	-1.61%
Trade, Transportation and Utilities	7,600	7,800	2.63%
Information Services	2,000	1,900	-5.00%
Financial Services	8,600	8,800	2.33%
Professional and Business Services	15,300	15,300	0.00%
Educational and Health Services	59,800	59,600	-0.33%
Leisure and Hospitality Services	20,100	20,900	3.98%
Other Services	5,800	6,000	3.45%
Government (Public Administration)	54,800	55,000	0.36%

Source: May 2013, Labor Market Information, Texas Workforce Commission.

TABLE 5. TOP TEN PRIVATE SECTOR EMPLOYERS IN HIDALGO COUNTY

Edinburg Regional Medical Center	Mission Regional Medical Center
McAllen Medical Center	T-Mobile
Doctor's Hospital at Renaissance	Convergys
Wal-Mart	HEB
Rio Grande Regional Medical Center	Dillard's

Source: McAllen Economic Development Corporation.

Colonias and Farmworkers

While discussing economic conditions in Hidalgo County, one cannot overlook one most precious value of freedom enjoyed in this country—the ability to own land and provide shelter for oneself and his or her family. While big mansions sprawl throughout more affluent metropolitan areas in Texas, the border region is dotted with pockets of substandard housing known as colonias. The result of a lack of regulation concerning property ownership, colonias exist within cities and in rural areas, mostly as unincorporated subdivisions that lack water, electricity and sewage systems. Roads tend not to be paved; sanitary conditions, precarious. Some of these colonias are over fifty years old. They may be in rural areas, or increasingly, they may be found jutting up to newer residential development projects in the county's growing population areas.

In the state, Hidalgo County is the epicenter of colonias with 156,527 people living in 943 colonias.⁷ About one in five people in the county live in a colonia.

Like other border counties in Texas, Hidalgo County has a large percentage of migrant and seasonal farmworkers. The September 2000 *Migrant and Seasonal Farmworker Enumeration Profiles Study* for Texas estimates that one out of five of the state’s migrant and seasonal farmworkers reside and work in Hidalgo County, by far the largest number in any Texas county.

TABLE 6. TOP 5 TEXAS COUNTIES WITH FARMWORKER POPULATIONS

COUNTY	ESTIMATED MIGRANT AND SEASONAL FARMWORKERS	FARMWORKERS AND ACCOMPANYING NON-FARMWORKERS
Hidalgo	40,500	70,850
Cameron	9,219	15,568
Gaines	6,105	12,181
Starr	5,045	8,458
Nueces	4,282	7,249
Texas	197,393	362,724

*Note: Includes family members and persons living in households with migrant or seasonal farmworkers. Larson pg. 4.
Source: Migrant and Seasonal Farmworker Enumeration Profiles Study: Texas (Final), Larson Assistance Services, September, 2000.*

Housing Characteristics

In 2011, the number of housing units in Hidalgo County totaled 250,243. Since 1990, 122,002 housing units have been added to the county housing market, representing a 95% increase. Tenure data for the county’s housing stock can further be detailed: owner-occupied dwellings made up the bulk of the housing stock increase. From 1990 to 2011, the vacancy rate decreased from 19% to 14%. The homeownership rate among Hidalgo County residents defined as the number of owner-occupied units divided by total occupied units) equaled 69%.

⁷ Senate Bill 99, 82nd Texas Legislature, *Tracking the Progress of State Funded Projects that Benefit Colonias*, The Colonias Initiatives Program, Office of the Texas Secretary of State, December 2010.

TABLE 7. OWNING HOMES IN HIDALGO COUNTY

	1990	2000	2010	2011	CHANGE 1990- 2010	% CHANGE 1990-2010
All Housing Units	128,241	192,658	248,287	250,243	120,046	94%
Occupied Units	103,479	156,824	216,471	215,877	112,992	109%
Owners	72,715	114,580	151,533	148,080	78,818	108%
Renters	30,764	42,244	64,938	67,797	34,174	111%
Vacant Units	24,762	35,834	31,816	34,366	7,054	28%
Vacancy Rate	19.30%	18.60%	12.80%	13.73%		
Homeownership Rate	70.30%	73.10%	70%	69%		

Source: 1990 and 2000, 2010 Census, 2011 American Community Survey 1-year estimates.

The majority of the housing stock measured consisted of single-family homes, which grew 109 percent since 1990. A total of 2,878 single family building permits were issued in 2010 in Hidalgo County. This represented a slight increase of 88 permits, or 3% over 2009. Multifamily building permits totaled 297 in 2010, an increase of 120 permits, or 67% percent over 2009.

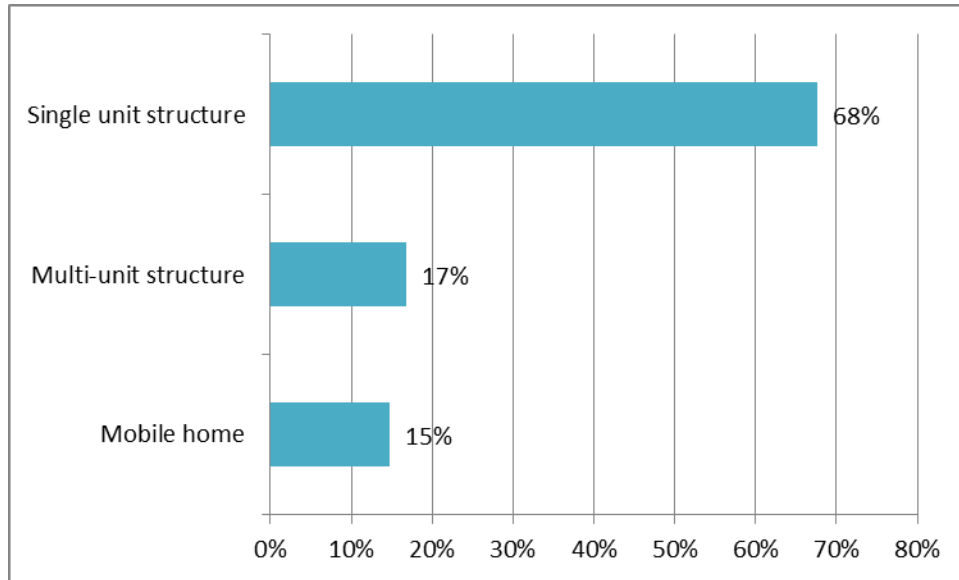
TABLE 8. UNITS IN HOUSING STRUCTURES IN HIDALGO COUNTY

UNITS IN STRUCTURE	1990	2000	2010	2011	ABSOLUTE CHANGE 1990-2010	PERCENT CHANGE 1990-2010
Total Housing Units	128,241	192,658	248,287	250,243	120,046	94%
Single Family units						
Single Family, detached	78,579	128,298	164,084	165,162	85,505	109%
Single Family, attached	4,058	2,758	3,984	3,956	-74	-2%
Multifamily Units						
Multifamily, 2 to 4 units	6,529	10,785	19,919	22,347	13,390	205%
Multifamily, 5 or more	10,459	15,051	20,417	19,748	9,958	95%
Mobile home, trailer or other	28,616	35,766	38,095	39,030	9,479	33%

Source: 1990 and 2000 Census of Population and Housing, 2010 Census, 2011 American Community Survey 1-year estimates.

Although a large majority of households were single-home dwellings (68%), thirty-two percent of housing units in Hidalgo County were mobile homes and multi-unit dwellings (e.g., apartments and condominiums).

FIGURE 5. TYPES OF HOUSING UNITS IN HIDALGO COUNTY

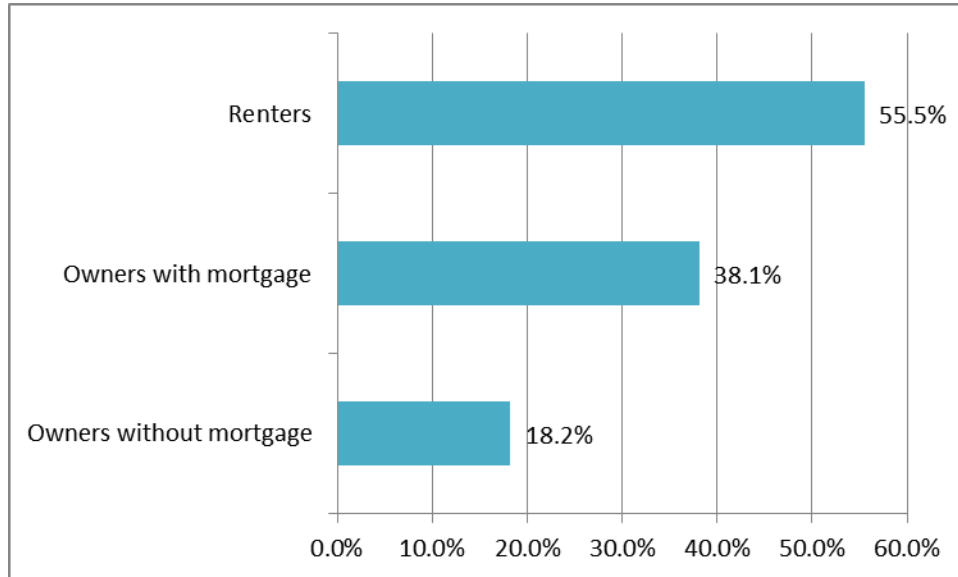


Source: 2011 American Community Survey 1-year estimates.

Three percent of Hidalgo County households did not have telephone service and seven percent of the households did not have access to a car, truck, or van for private use. Multi-vehicle households were not rare. Thirty-eight percent had two vehicles and another 18% had three or more vehicles.

The median monthly housing costs for mortgaged owners was \$1070; renters paid \$614 in median rent, and non-mortgaged owners spent \$340 in monthly keeping costs. For a sizable number of homeowners and renters, keeping a home and making ends meet was a daunting task: 38.1 percent of owners with mortgages, 18.2 percent of owners without mortgages, and 55.5 percent of renters in Hidalgo County spent 30 percent or more of their household income on housing.

FIGURE 6. OCCUPANTS WITH A HOUSING BURDEN IN HIDALGO COUNTY



Source: 2011 American Community Survey 1-year estimates.

Income and Poverty Characteristics

According to 2011 data obtained from the American Community Survey, Hidalgo County residents had a per capita income of \$13,336. While per capita income in Hidalgo County has increased by 50 percent since 1990, this was a little more than half of the state statistic. Job earnings made similar small gains between 1990 and 2011, though they continue to lag well behind state numbers. Female full-time workers continued to earn less than their male counterparts throughout this period. Median household and family incomes, always strong indicators of pocketbook economics, closely mirrors trends in job earnings.

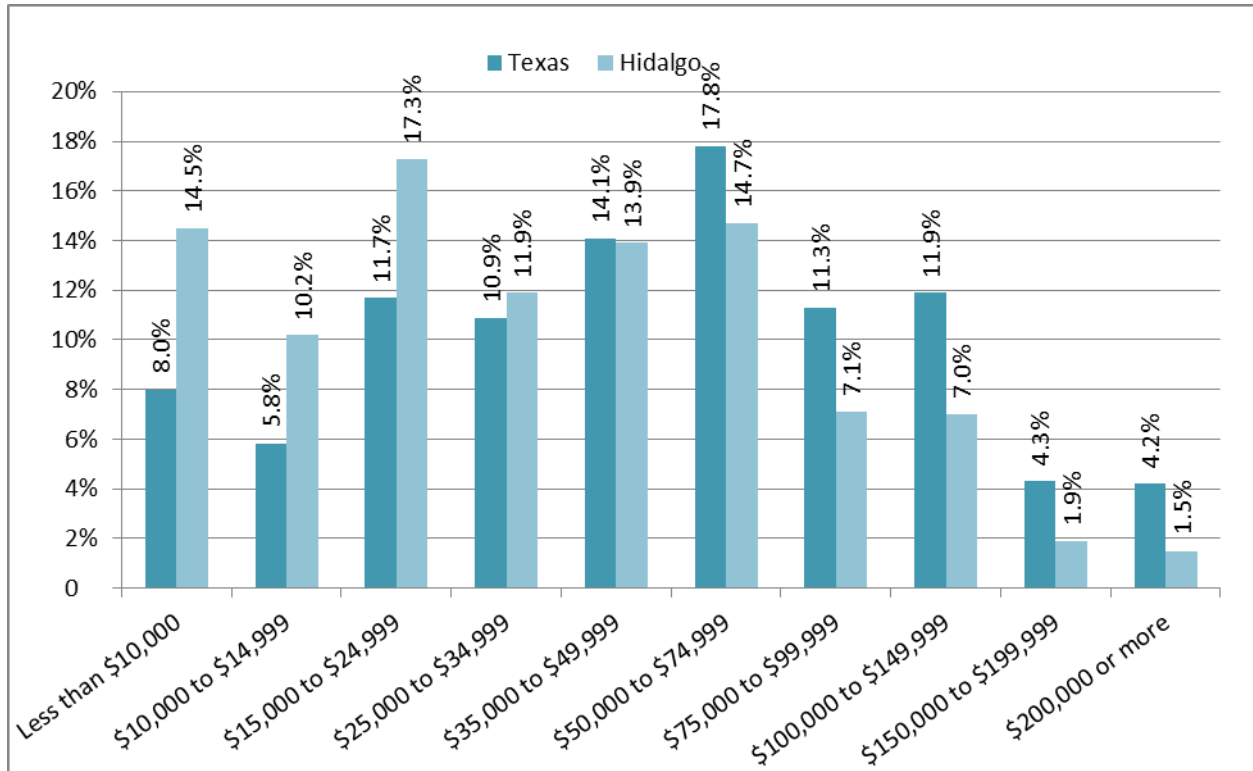
TABLE 9. A COMPARISON OF INCOMES AND EARNINGS

	1990		2000		2010		2011	
	Texas	Hidalgo	Texas	Hidalgo	Texas	Hidalgo	Texas	Hidalgo
Per Capita Income	\$17,337	\$8,908	\$19,617	\$9,899	\$ 23,863	\$ 13,525	\$24,682	\$13,336
Median HH Income	\$27,016	\$16,703	\$39,927	\$24,863	\$ 48,615	\$ 33,732	\$49,392	\$31,077
Median Family Income	\$31,553	\$17,619	\$45,861	\$26,009	\$ 56,575	\$36,203	\$58,016	\$33,671
Median Earnings:							\$28,015	\$16,654
Male full-time, year-round workers	-	-	\$34,925	\$21,299	\$ 42,044	\$30,285	\$43,160	\$30,262
Female full-time, year-round workers	-	-	\$26,168	\$18,297	\$ 33,689	\$22,652	\$35,301	\$26,118

Sources: 1990 and 2000 Census of Population, 2011 American Community Survey, 1-year estimates

In Hidalgo County, 14.5% of households earn less than \$10,000 a year, compared to 8 percent of Texas households. On the other side of the spectrum, just 1.5% of Hidalgo County households earn more than \$200,000 compared to the state average of 4.2% of Texas households.

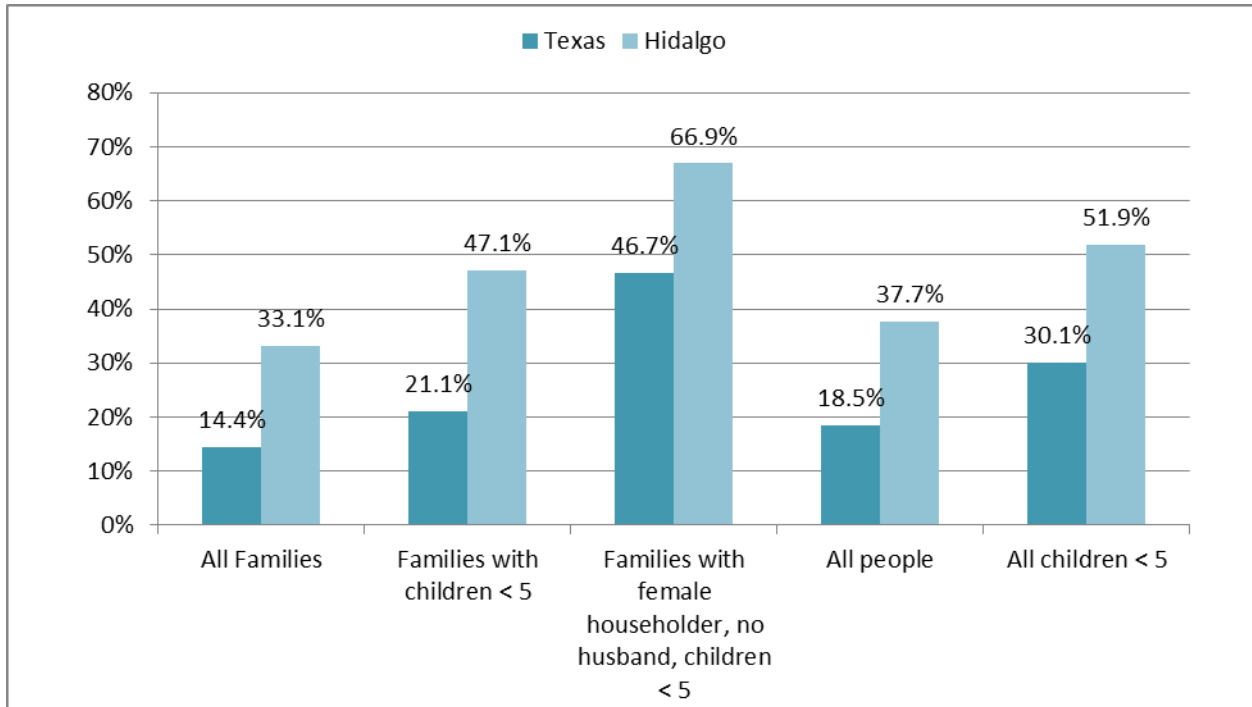
FIGURE 7. HOUSEHOLD INCOME COMPARISON



Source: 2011 American Community Survey, U.S. Census Bureau.

The number of persons living in poverty, while decreasing on the whole, is still a cause for concern among local, state and federal policymakers. In 2011, 37.7% percent of individuals in Hidalgo County were in poverty, two times higher than the poverty rate of 18.5% for people in Texas. Poverty rates were the highest for families with a female householder, no husband, with children under 5 years of age (66.9%) in Hidalgo County. One in every two children under the age of five in Hidalgo County (51.9%) was considered to be in poverty in 2011.

FIGURE 8. PERCENT OF PERSONS BELOW POVERTY



Source: U.S. Census Bureau, 2011 American Community Survey 1-year estimates.

Educational Characteristics

According to the 2011 American Community Survey, there were 262,017 persons 3 years and over enrolled in school from nursery school to college in Hidalgo County. Nursery schools, pre-schools and kindergartens captured 11% of the total student population with about 29,196 students. Elementary school students numbered 127,422 and were a little less than half of all students in the county. The remaining students were enrolled in high school (56,679, 22%) and in higher education (college and graduate, professional school, 48,720 or 19%).

Information from the Texas Education Agency on student dropouts from public schools for 2010-2011 shows that Hidalgo County had a dropout rate of 2.2 percent compared to Texas' dropout rate of 1.6 percent of all students who dropped out during this period.

Attrition rates are often viewed as measures of the percentage of students that begin high school but do not graduate with a diploma. It is arguably a more reasonable way to view dropouts from an economic viewpoint. One way to view educational progress in a region is to estimate the number of persons who transition to high school graduation as opposed to standard dropout

statistics. Attrition rates are calculated by the Intercultural Development Research Association (IDRA). The attrition rates for Hidalgo County during the period 2010-11 by race and ethnicity were 35 percent for all students, 9 percent for blacks, 16 percent for whites, and 36 percent for Hispanics.

Hidalgo County has two institutions of higher education, The University of Texas-Pan American and South Texas College, which collectively have been servicing the county and South Texas for more than a century. Enrollment at UTPA and STC for the fall 2012 was 19,302 students and 30,824 students respectively. UTPA and STC are helping expand the middle class in the Rio Grande Valley through their growing academic programs and graduates. In spite of that, federal education data shows educational attainment for the population 25 years and over in Hidalgo County—while improving—is distinctly lower than statewide high school and college graduation rates.

A major contributor to unemployment and high poverty is the vast difference in the levels of educational attainment among the adult population.

TABLE 10. EDUCATIONAL ATTAINMENT RATES FOR POPULATION 25 YEARS AND OVER

	HS GRADUATES OR HIGHER		BACHELOR'S DEGREE OR HIGHER	
	Texas	Hidalgo	Texas	Hidalgo
1990	72.1%	46.6%	20.3%	11.5%
2000	75.7%	50.5%	23.2%	12.9%
2010	80.7%	61.9%	25.9%	15.8%
2011	81.0%	61.5%	26.4%	16.0%

Sources: 1990 and 2000 Census of Population, 2011 American Community Survey 1-year estimates.

Crime

Crime affects the safety and security of businesses, schools, families and communities. To gauge the level of crime and violence in the area, crime data from the Texas Department of Public Safety and the Federal Bureau of Investigation was obtained. Although the crime rate in Hidalgo County has been higher than that of the state over the past years, the crime rate in the area has decreased since 2001. From 2010 to 2011, the crime rate in Hidalgo County decreased by 17 percent, while the overall crime rate per 100,000 population for the state decreased by 8 percent.

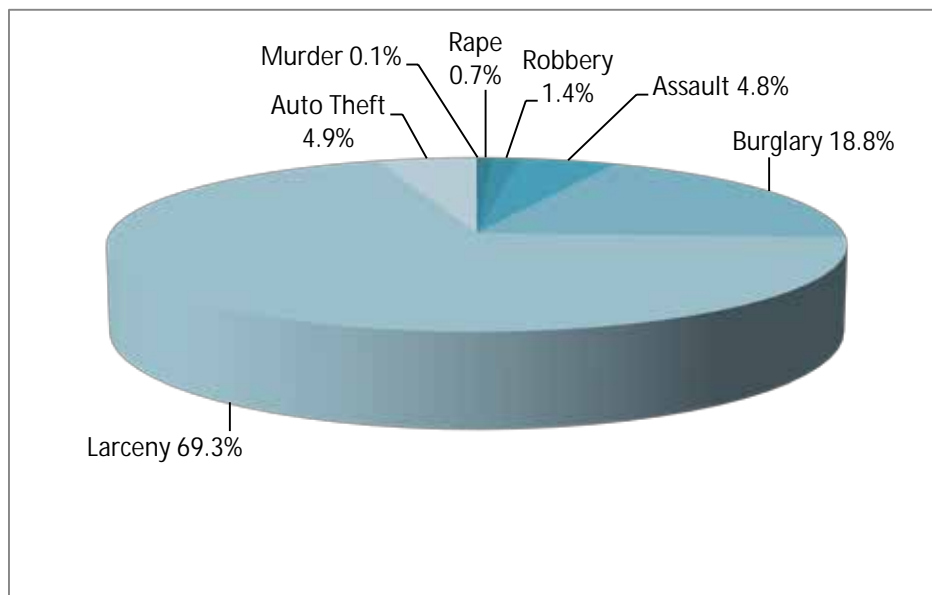
TABLE 11. CRIME RATE COMPARISON, 2000-2011

CRIME RATE PER 100,000 POPULATION	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Hidalgo County	5,833	5,756	6,210	4,803	5,713	4,893	4,890	4,978	5,443	5,120	4,251
State of Texas	5,152	5,196	5,144	5,032	4,857	4,599	4,631	4,494	4,507	4,236	3,884

Source: The Texas Crime Report, 2001-2011, Texas Department of Public Safety.

In 2011, the largest number of crimes reported in Hidalgo County gravitated towards larceny and burglary. These types of crime accounted for eighty-nine percent of crimes reported.

FIGURE 9. CRIMES REPORTED IN HIDALGO COUNTY



Source: The Texas Crime Report 2011, Texas Department of Public Safety.

Public Assistance

With high economic distress in the county, there is a large amount of households that receive public assistance from government programs including food stamps, TANF, Medicaid, and SSI. Thirty-five percent of households (35%), 75,218, in Hidalgo County received public assistance income or food stamps in the past 12 months in 2012. One in three persons in Hidalgo County received food stamps. Fifty-seven percent of the population under 18 lived in households that received SSI, cash public assistance, or food stamps in the past 12 months.

TABLE 12. PUBLIC ASSISTANCE OF TEXAS & HIDALGO COUNTY RESIDENTS

BENEFIT	TEXAS	HIDALGO
Food stamp participants	3,527,644	237,572
Food stamp participants under 5 years of age	644,396	44,755
Average monthly TANF recipients	104,696	18,755
Unduplicated Medicaid clients	4,760,721	282,214
Households that received public assistance income or food stamps in past 12 months	1,244,321	75,218
Percentage of households that received public assistance income or food stamps in past 12 months	14.1%	34.8%
Population under 18 in households that received SSI, cash public assistance, or food stamps in past 12 months	2,144,702	155,379
Percentage of population under 18 in households that received SSI, cash public assistance, or food stamps in past 12 months	30.9%	56.6%

Sources: American Community Survey 2011 1-year estimates, Texas Health and Human Services Commission, SNAP Cases and Recipients by County, 9/12.

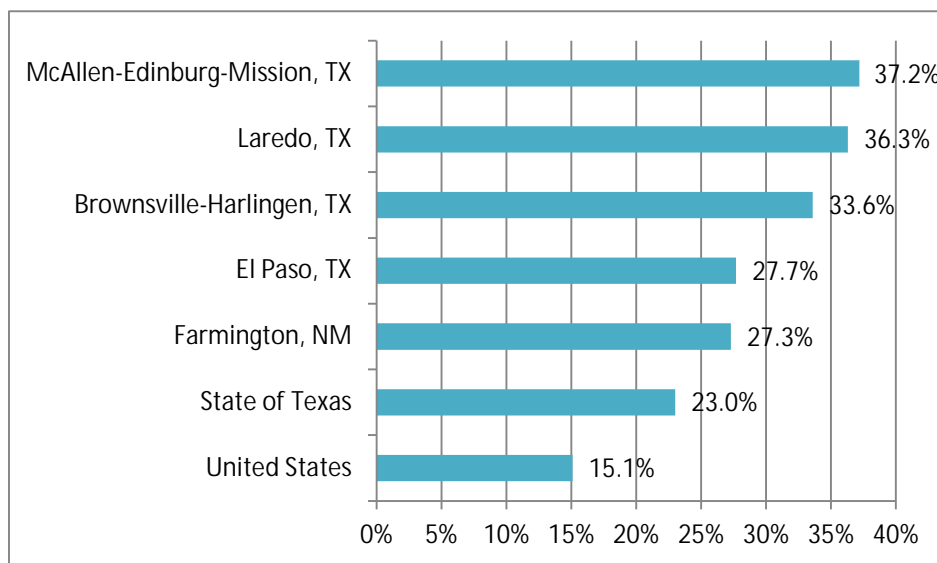
Health Care

A report from the Commonwealth Fund further finds that, despite making up an increasing portion of the U.S. population and workforce, Hispanics lag far behind non-Hispanics in health insurance coverage as a result of a number of factors, including the types of jobs and industries in which Hispanics work, their status as immigrants, and family structure. For example, Hispanics are more likely than non-Hispanics to be employed in industries and occupations where employer coverage is less likely to be offered; the fact that Hispanic couples are younger and more likely to have only one wage earner in the family than non-Hispanic whites; and the

fact that uninsured rates for Hispanic immigrants who have lived in the U.S. for more than 15 years is more than double the rate for non-Hispanic immigrants.⁹

According to the American Community Survey, Hidalgo County (McAllen-Edinburg-Mission MSA) had the highest rate of uninsured residents in the United States. An estimated 37% of Hidalgo County residents are uninsured¹⁰. This rate was 1.6 times higher than the uninsured rate for Texas (23%) and 2.3 times higher than the uninsured rate for the United States (15.1%).

FIGURE 10. HIGHEST UNINSURED RATES IN U.S. BY METRO AREA



Source: Census Bureau, American Community Survey, 2011 1-Year Estimates.

The health of infants and pregnant women is a particular concern in all communities. Infants born at low weight or with late or no prenatal care are at much greater risk for diseases and early death. A somewhat smaller proportion of the county’s births (as compared to the state) involve low birth weight. About 40% of all births in Hidalgo County are to unmarried women, slightly lower than the state average. The fertility rate (103) far exceeds that of the state (76.8). The proportion of adolescent mothers under 18 years of age in Hidalgo County (6.5%) is also higher than the rate for Texas (4.9%).

⁹ C. L. Schur and J. Feldman. *Running in Place: How Job Characteristics, Immigrant Status, and Family Structure Keep Hispanics Uninsured*. The Commonwealth Fund, May 2001. Available online: http://www.cmwf.org/programs/insurance/schur_running_453.pdf

¹⁰ 2011 American Community Survey 1-year estimates.

TABLE 13. HIDALGO COUNTY BIRTHS

NATALITY	BIRTHS	COUNTY	TEXAS
Births	16,948		
Births by Adolescent Mothers (<18)	1,064	6.3%	4.7%
Births by Unmarried Mothers	7,404	43.7%	42.6%
Low Birth Weight Births	1,363	8.0%	8.5%
Prenatal Care in First Trimester	5,410	53.0%	58.6
Fertility Rate (per 1,000 women ages 15-44)		99.7%	75.1

Source: Texas Department of State Health Services, Health Facts Profile 2009, Hidalgo County.

The leading causes of death in Hidalgo County are heart disease and cancer. For all causes of death, the rates in Hidalgo County are lower than the state's. Among the Hispanic population, diabetes is a serious health challenge because of the increased prevalence of diabetes in this population, a greater number of risk factors, a greater incidence of diabetes complications, and the growing number of people of Hispanic ethnicity in the United States. About 10.4 percent of all Hispanics have diabetes. Diabetes is two times as common in Mexican American adults as in non-Hispanic whites. This is concerning since diabetes can lead to related complications such as nephropathy (kidney disease), retinopathy (eye disease), and peripheral vascular disease.¹²

TABLE 14. MORTALITY IN TEXAS AND HIDALGO COUNTY RESIDENTS

MORTALITY	DEATHS	RATE PER 100,000	
		COUNTY	TEXAS
Deaths from All Causes	3,567	647.8	781.2
Heart Disease	935	176.0	186.7
Cerebrovascular Disease (Stroke)	186	34.9	45.8
All Cancer	675	123.8	167.6
Chronic Lower Respiratory Disease	112	21.7	43.4
Nephritis, Nephrotic Syndrome and Nephrosis	105	19.7	18.2
Accidents	155	22.9	40.0
Diabetes	129	24.0	14.0
Alzheimer's	60	11.9	26.9
Influenza and Pneumonia	160	29.3	16.7
Assault (Homicide)	34	4.9	5.9
Suicide	28	4.2	11.4
Liver Disease and Cirrhosis	90	15.7	11.6
Infant Deaths (Per 1,000 Births)	76	4.5	6.0
Fetal Deaths (Per 1,000 Births Plus Fetal Deaths)	94	5.5	5.2

Source: Texas Department of State Health Services, Health Facts Profile 2009, Hidalgo County.

¹² National Diabetes Information Clearinghouse. National diabetes statistics. NIH publication 08-3892. 2007. Fact sheet. Available online: www.niddk.nih.gov/health/diabetes/pubs/dmstats/dmstats.htm.

Among communicable disease, the rates of infection in Hidalgo County are by and large lower than the state average. The rate of tuberculosis infection (at 9.8 per 100,000) supersedes the state rate of 5.9 per 100,000. As an infectious disease, tuberculosis continues to be a significant health problem among Hispanic communities and specifically migrant and seasonal farmworkers. Research has documented that farmworkers are at greater risk for becoming infected with TB than the general population in part because of the occupational hazards of migrant farmworkers with malnutrition and poor, crowded housing conditions. Another important factor to consider is the place of origin of many farmworkers. Mexico, the point of origin of many farmworkers, has a rate of 33 cases of Tuberculosis per 100,000 people.¹³

**TABLE 15. REPORTED COMMUNICABLE DISEASES
IN TEXAS AND HIDALGO COUNTY**

COMMUNICABLE DISEASE	CASES	RATE PER 100,000	
		COUNTY	TEXAS
Tuberculosis	75	9.8	5.9
Primary and Secondary Syphilis	0		6.6
Gonorrhea	163	22.0	116.1
Chlamydia	3,132	423.2	419.0
AIDS	27	3.5	9.2
Pertussis	72	9.7	13.5
Varicella (Chickenpox)	139	18.8	17.9

Source: Texas Department of State Health Services, Health Facts Profile 2009, Hidalgo County.

Hidalgo County is a Health Professionals Shortage Area (HPSA) for primary medical care, dental, and mental health according to the federal government. As of 2011, Hidalgo County was designated as a Medically Underserved Area by the Health Resources and Services Administration (HRSA). These designations result from a large population with limited economic resources and limited access to basic primary care, dental care, psychiatric and social services. HPSA designations are used to qualify for state and federal assistance programs aimed at increasing primary care services to high-need underserved areas and populations. Overall, ratios per 100,000 persons for health professionals in Hidalgo County are significantly lower than the ratios for health professions in the state.

¹³ T.R. Navin, S.J.N. McNabb, and J.T. Crawford, J.T. *The Continued Threat of Tuberculosis*. [Emerging Infectious](#)

TABLE 16. HEALTH PROFESSIONALS IN TEXAS AND HIDALGO COUNTY

	HIDALGO COUNTY	TEXAS
Direct Patient Care Physicians	848	42,716
Direct Care Physician Ratio Per 100,000	103.7	165
Primary Care Physicians	458	17,996
Primary Care Physicians Ratio Per 100,000	56	69.5
Registered Nurses	4194	184,467
Registered Nurses Ratio Per 100,000	513	712.7
Dentists	177	11,751
Dentists Ratio Per 100,000	21.7	45.4
Pharmacists	409	21,306
Pharmacists Ratio Per 100,000	50	82.3
Chiropractors	69	5,020
Chiropractors Ratio Per 100,000	8.4	19.4

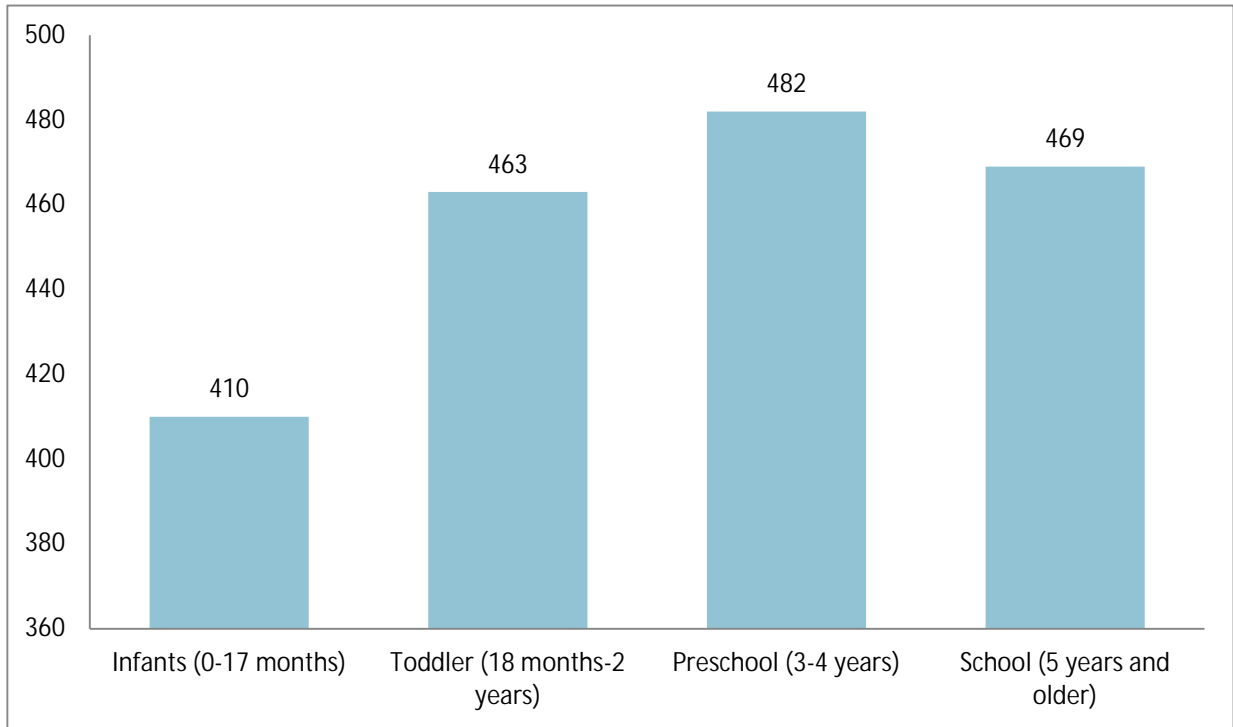
Source: Texas Department of State Health Services, Health Currents 2010.

Child Care and Unmet Needs

According to information from The Texas Department of Family and Protective Services, 482 licenses were issued to child development programs in Hidalgo County as of June 2013, including the Hidalgo County Head Start Program, Teaching & Mentoring Communities, Texas Workforce Solutions, Child Care Management System vendors, and private day care facilities. Combined, these programs had a licensed capacity to serve approximately 29,695 children in the county. Child care programs fell under three rubrics--licensed child care centers, registered family homes, and licensed group homes.

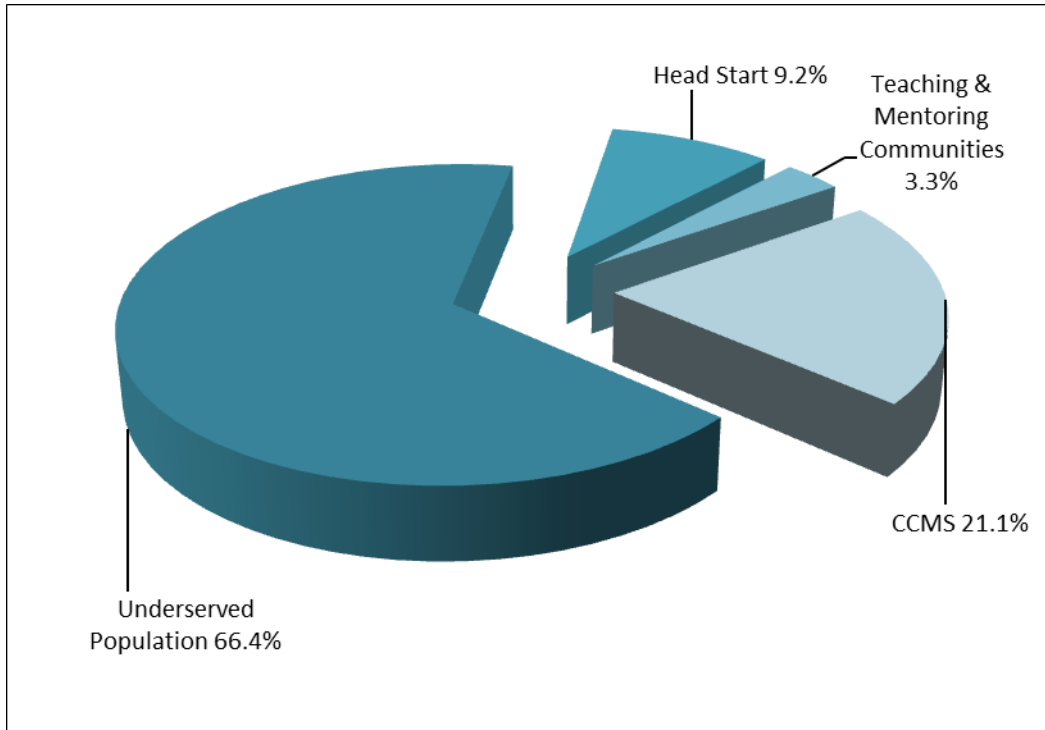
Diseases, 8, 1187, 2002. Lobato, M.N., Cegielski, J. P. *Preventing and Controlling Tuberculosis along the U.S.-Mexico Border*. *Morbidity and Mortality Weekly Report*, Vol. 50, pp. 1-27, 2002.

FIGURE 11. CHILD CARE CENTERS IN HIDALGO COUNTY BY AGE SERVED



Source: Texas Department of Family and Protective Services, 2013.

FIGURE 12. CHILD CARE NEEDS IN HIDALGO COUNTY



Sources: Workforce Solutions, Teaching & Mentoring Communities, Hidalgo County Head Start, 2013.

Figures from American Community Survey 2011 data reveal that 39,985 of children 5 years and younger (51.9% of all children 5 and under) in Hidalgo County live in poverty. That is, the absolute and percent share of children in poverty has increased due to an increase in overall population. The Hidalgo County Head Start program serves 3,690 children. Teaching & Mentoring Communities' Head Start Program serves 1,320 children. Workforce Solutions serves 8,438 children as of May 2013 through the Care Management Services (CCMS) program. Together, 13,448 children receive child care services through Hidalgo County Head Start, Teaching & Mentoring Communities Head Start, and Workforce Solutions' Child Care Management Services programs. This leaves an estimated additional 26,537 children who are under the age of 5 and living in poverty, who may be eligible to receive Head Start services under Head Start's income guidelines.

Disabled Children

Early Childhood Intervention is a statewide program for families with children, birth to three, with disabilities and developmental delays. ECI supports families to help their children reach their potential through developmental services. Services are provided by a variety of local agencies and organizations across Texas. In Hidalgo County, ECI services are provided by Region One Education Service Center and Easter Seals Rio Grande Valley. According to statistics provided by these organizations there were approximately 662 children between the ages of 0 and 3 in Hidalgo County with a disability or developmental delay.

TABLE 17. CHILDREN AGES 0-3 WITH A DISABILITY IN HIDALGO COUNTY

Arthrogryposis	1
Autism, current or active state	1
Beckwith-Wiedemann Syndrome	1
Brachial Plexus Injury, Perinatal Origin (Erb's Palsy)	2
Caudal Regression Syndrome (Sirenomelia)	2
Cerebral Palsy, Infantile, Quadriplegic	2
Cerebral Palsy, Infantile, Unspecified	6
Cerebrocostomandibular (Smith-Theiler-Schachenmann) Syndrome	0
Chromosomal Anomalies - Trisomy 13 (Patau's, D1)	1
Chromosomal Anomalies - Trisomy 18 (Edward's, E3)	1
Chromosomal Anomalies - Trisomy 21 (Down Syndrome)	2

Chromosomal Anomalies – all others	3
Cleft Lip	1
Cleft Palate	3
Cleft Palate with Cleft Lip	5
Clubfoot, Congenital	1
Diaphragmatic Hernia	1
DiGeorge's Syndrome	1
Down Syndrome	27
Encephalopathy, Static	2
Epilepsy, Unspecified	1
Fragile X Syndrome	1
Galactosemia	1
Goldihar's Syndi Robins Syndrome	1
Hydrancephaly (Congenital Hydrocephalus)	11
Hydrancephaly (Congenital Hydrocephalus) Intraventricular Hemorrhage, Grade IV (Periventricular Venous Infarction)	1
Hydrocephalus, Obstructive (Acquired Hydrocephalus, NOS)	1
Hypothyroidism (Untreated), Congenital	1
Hypotonia, Congenital, Non-Benign Form	2
Microcephaly	5
Robin's Syndrome	1
Seizure Disorder, NEC (Convulsive Disorder, Other)	5
Short Bowel Syndrome	1
Spina Bifida with Hydrocephalus (Arnold Chiari / Chiari II)	3
Spina Bifida without Hydrocephalus (Meningomyelocele, Meningocele)	5
Tyrosinemia, Type I (Tyrosinosis) and Type II (Richner-Hanhart Syndrome)	1
Children with Developmental Delay	481
Children with Atypical Development	77
Total	662

Source: Region I Education Service Center and Easter Seals Rio Grande Valle, 2011-2012.

For children, disability services are available through local school districts. According to the Texas Education Agency, there were a total of 1,291 children between the ages of 3 and 5 in public schools in Hidalgo County that were diagnosed with a disability.

**TABLE 18. CHILDREN 3-5 WITH A
DISABILITY IN SCHOOL IN HIDALGO COUNTY**

	Orthopedic impairment	Other health impairment	Auditory impairment	Visual impairment	Deaf Blind	Intellectual disability	Emotional disturbance	Learning disability	Speech impairment	Autism	Developmental delay	Traumatic brain injury	Non-categorical early	Total
Hidalgo County	6	99	16	9	NA	56	NA	NA	847	151	NA	38	69	1,291
<i>Source: Fall 2012-2013 PEIMS; Student counts less than five is not added in compliance with FERPA.</i>														

Community Meetings Results

Six community meetings were held throughout Hidalgo County as part of the community assessment. The meetings were held at the following Head Start centers: Palmview II, Mission II, McAllen A-1, Donna I, Mercedes I, and Edcouch. A total of 72 persons participated in the community meetings.



At each community meeting, the community assessment process was explained to the parents so as to make them vested stakeholders. This was followed by an open forum where participants were invited to voice their opinions regarding a host of issues in their community. Questions regarding strengths, weaknesses, and needs of the community, accessibility to information on various issues, workforce training needs, and educational opportunities were asked. The answers were diverse and varied by center/community.

The community meeting discussions focused on six areas:

1. Community Strengths
2. Community Weaknesses
3. Accessibility to Useful Information
4. Availability of Necessary Resources
5. Community Needs
6. Head Start Suggestions

1. Community Strengths

When asked about the strengths of their communities, participants at the community meetings listed the following:

- Security
- Police patrol
- Schools is close (accessible)
- Community growing
- Improving infrastructure
- Head Start Centers
- Transportation for Head Start
- Access to WIC, Food Stamps, Medicaid programs
- Public Schools
- Roads are paved
- Street lights
- GED program/GED academy, English Classes
- Nuestra Clinica del Valle
- Food banks/library
- Construction of new high school
- Close to stores
- Schools are remodeled
- Recreational centers
- Politics are strong, politically involved

Established institutions such as public schools, and Head Start were frequently mentioned as community strengths. Police departments were mentioned by parents at several community meetings. Several participants mentioned the Head Start program as strength in their communities. Other community strengths cited included youth programs and parks, which provide recreational opportunities for families.

2. Community Weaknesses

When asked about the perceived weaknesses in their communities, participants at the community meetings were not hesitant in listing those things they were concerned about:

- No crosswalks for pedestrians
- Lack of public housing
- Energy efficient homes
- Non-paved streets/caliche
- No street lights in colonia
- No sewer system
- Delinquency very high
- Not safe in the streets
- Not enough police patrols in neighborhood
- Limited parks and recreational areas
- Pot holes
- Robberies
- Vandalism
- More patrolling needed
- More security cameras
- Drugs
- Gangs
- Sex offenders
- Parent involvement with Head Start center
- Lack of transportation for parents to Head Start

Crime, drugs, robberies, violence, and gang activity were concerns on the minds of many residents. It is not surprising that crime, drugs, robberies, and gangs were mentioned in several of the community meetings since many of the residents live in colonias and rural areas where these activities are more prevalent due to socioeconomic conditions. A lack of police patrol and paved streets were mentioned as weaknesses in the community. The lack of public transportation was also listed as a weakness. Participants were also concerned about their children's safety, citing the need for more crosswalks and stoplights for school children who walk to school.

3. Accessibility to Information

Parents were asked to identify places or people that can offer them information on a variety of topics. Three major areas of inquiry included in this discussion session were:

- a. Accessibility to information on health related issues
- b. Accessibility to information on dealing with life threatening issues

c. Accessibility to information on dealing with violence

a. Accessibility to information on health related issues

Participants get information on health-related conditions and issues from a variety of sources, including parent meetings at Head Start centers, schools, visiting their local doctor and health clinic. Parents expressed a desire for more information on diabetes, nutrition, and health workshops in their community.

- Clinica del Valle
- Make a Wish Foundation has health fair about once a year.
- Public should be more informed on what is good to eat to prevent illnesses
- Head Start classes
- Need more information on diabetes & obesity
- Need more workshops and informational sessions.
- Internet/WIC/Family members
- UTPA with community center to give out nutritional information
- HEB
- Doctor's office
- Pediatric
- Newspapers/Flyers
- Library
- Head Start
- Information needed in Spanish
- Public schools
- HEB

b. Accessibility to information on dealing with life threatening issues

Participants were asked if they were aware of where and how to access information or assistance in case they had to confront life-threatening experiences, such as a serious accident like a house fire or a violent death. By and large, participants were fully aware of where to look for help. Dialing 911 and calling the police or fire department were the answers given when asked if they knew where to get information. Other answers also included Red Cross, Salvation Army, and church.

- 911 Call
- Head Start directory
- Clinica del Valle
- Victims of crime program
- Salvation Army
- 211

- Mujeres Unidas
- Courthouse
- Red Cross
- United Way
- Salvation Army
- Church
- Community
- City, town hall (politicians)

c. Accessibility to information on dealing with violence

Participants were also posed the question, “Do you have access to information on how to deal with violence in a public place?” Like the question on life-threatening situations, 911 and police department were mentioned the most. Other sources identified for dealing with violence were Mujeres Unidas, Head Start, Child Protective Services, and Adult Protective Services.

- 911
- School district
- Call the police
- Mujeres Unidas
- Head Start
- Local/personal security at public places/business
- Child Protective Services
- Edinburg Behavioral Center. Church/counseling services for couples
- United Way
- Counseling center (Mind Matters)
- LUPE

4. Availability of Resources

Participants were asked to enumerate the resources available to them in a number of “opportunity” fields, such as job training and/or retraining, adult education, and child care, to name a few. Most participants named Workforce Solutions, libraries, schools, and Head Start for places to get information on community resources.

- Public speech therapy
- English and sign language
- Workforce Solutions
- GED, English classes at school districts
- Region One English classes, GED, training classes
- Head Start provides child care (school for children)

- VIDA
- Housing authority offers technical classes
- ARISE Program-citizenship classes/English
- Union Del Pueblo
- Daycare centers
- Workforce Solutions
- Lupe provides GED, ESL
- Library (computer classes)
- Head Start posts countywide job postings
- Food stamp office has job postings
- Outlets
- Boys & Girls Club

5. Community Needs

There were a considerable number of community needs voiced by the participants at the community meetings. Many of the community needs identified by participants focused on infrastructure improvements, such as better streets, drainage, lights, etc., in their communities. The need for GED and ESL classes were cited by many parents. And activities that provide opportunities for families, such as more parks and swimming pools, were mentioned by parents at the community meetings.

- Boys and Girls Club
- Communication with police
- People to come to meetings to learn and voice their opinions and concerns
- More programs for training/GED/English
- Professional training programs to enhance in career and also to go to college
- Know more information from Head Start program about what they offer
- Job fairs/trainings/skills, trade
- Help/consulting from an attorney
- Extended school hours for teenagers, that way they can be more productive
- Parks/recreational center/programs
- Retail (HEB/Walmart)
- More Head Start programs
- Transportation by Head Start program
- Information center
- More fire fighters
- Pest control. Fumigate more often
- Proper speed limits, speed bumps/proper naming of the streets
- Food banks
- Homeless shelter

- Info on bullying
- More security in schools/bigger middle schools
- More patrolling in the rural areas

6. Head Start Suggestions

Parents would like to see more slots for the Head Start program. Additional parking and enhanced safety with school zone signs and street signs were also cited by parents.

Transportation and more buses were suggested by parents. A very important suggestion was for Head Start to give more information during the meetings.

- Would like classes provided by age instead of groups
- More transportation to Head Start Centers,
- Security guard at Head Start centers
- More playground equipment
- Classes engages/invites the parents to learn with kids
- Head Start to emphasizes for families to spend time together
- Head Start must inform more about other resources
- Incorporate grading system in Head Start
- Meetings need to be emphasized
- To have meetings in the morning will be more effective
- Donna North-New Head Start center close to the school
- More surveillance outside of Head Start center
- Open the doors earlier school
- New building for Head Start

Community Surveys Results

During the 2012-2013 school year, there were 43 Head Start centers operating in the Hidalgo County Head Start program. In all, four thousand (4,000) surveys were made available for distribution to parents at all Head Start Centers (two thousand surveys were printed in

- 97% of the respondents are Hispanic
- 69% are married
- Average household size is 4.9 persons

English and the remainder were in Spanish). The Head Start center staff distributed these surveys to parents who came to drop off their children at the respective centers and to people living in the community. Two thousand, three hundred and seventy-eight (2,378) usable surveys, representing a 60% response rate were collected. Answers to the survey questions are presented in the following pages. (Since most of the questions in the survey instrument were also used in the 2001, 2004, 2007 and 2010 community assessment, previous responses are reprinted for comparative purposes and trend analysis).

Respondent Profile

Of the respondents, 98% were Head Start parents, and only 2% were not Head Start parents.

TABLE 19. ARE YOU A HEAD START PARENT?

	2013	2010	2007	2004	2001
Yes	97.6%	98.7%	99.3%	99.4%	96.0%
No	2.4%	1.3%	0.7%	0.6%	4.0%
	100.0%	100.0%	100.0%	100.0%	100.0%

Females (90%) completed the majority of the surveys; ten percent of survey respondents were male.

TABLE 20. WHAT IS YOUR GENDER?

	2013	2010	2007	2004	2001
Female	89.5%	86.3%	89.6%	88.3%	88.2%
Male	10.5%	13.7%	10.4%	11.7%	11.8%
	100.0%	100.0%	100.0%	100.0%	100.0%

Ninety-seven percent of the respondents were Hispanic, which is expected in a county where 90% of the residents are of Hispanic origin.

TABLE 21. WHAT IS YOUR RACE?

	2013	2010	2007	2004	2001
Hispanic	97.3%	95.3%	97.5%	98.1%	97.5%
White	2.3%	4.3%	1.8%	1.3%	2.3%
Black	0.1%	0.1%	0.1%	0.2%	0.0%
American Indian	0.1%	0.0%	0.0%	0.1%	0.0%
Asian	0.0%	0.0%	0.0%	0.1%	0.0%
Other	0.3%	0.3%	0.6%	0.2%	0.2%
	100.0%	100.0%	100.0%	100.0%	100.0%

Sixty-nine percent of the respondents were married, somewhat higher than the county average (60%). The percentage of single parents has steadily increased since 2001. In 2013, single parents represented 21% of respondents.

TABLE 22. WHAT IS YOUR MARITAL STATUS?

	2013	2010	2007	2004	2001
Married	69.2%	72.7%	72.1%	70.8%	69.2%
Separated	6.0%	6.4%	7.2%	8.9%	11.8%
Single	20.7%	17.3%	15.8%	13.5%	10.1%
Divorced	3.4%	3.1%	4.1%	6.1%	7.3%
Widowed	0.7%	0.5%	0.8%	0.6%	1.7%
	100.0%	100.0%	100.0%	100.0%	100.0%

Forty-three percent of respondents said they were a U.S. citizen. The percentage of respondents who were resident aliens was 19%.

TABLE 23. WHAT IS YOUR RESIDENCY STATUS?

	2013	2010	2007	2004
U.S. Citizen	42.8%	41.5%	45.2%	56.9%
Resident Alien	19.1%	20.4%	21.0%	22.0%
Other	38.1%	38.1%	33.9%	21.1%
	100.0%	100.0%	100.0%	100.0%

When asked about the size of their household, the answers varied from a 1-person household to a 14-person household. The average size of a household was 4.9 persons per household, compared to a countywide average of 3.6 people per household.

TABLE 24. WHAT IS THE SIZE OF YOUR HOUSEHOLD?

	2013	2010	2007	2004	2001
One person	0.6%	0.6%	0.7%	0.6%	3.4%
Two persons	1.5%	2.7%	3.5%	3.6%	3.5%
Three	10.8%	10.6%	11.6%	12.3%	13.4%
Four persons	24.3%	26.4%	27.2%	29.8%	26.9%
Five persons	28.2%	27.4%	26.9%	28.1%	28.8%
Six persons	18.0%	17.4%	15.8%	13.4%	13.8%
Seven	7.7%	7.3%	6.6%	5.6%	5.8%
Eight persons	3.5%	2.8%	2.5%	2.0%	3.4%
Nine persons	1.0%	1.1%	1.1%	0.6%	1.1%
Ten or more	1.3%	0.5%	0.7%	1.3%	0.0%
	100.0%	100.0%	100.0%	100.0%	100.0%

Languages Spoken

The following tables show that more individuals speak Spanish (88%), than speak English (55%). The language spoken the most at home was Spanish. Fifty-seven percent of respondents said that Spanish was most spoken at home the most, compared to 19% who said English was most spoken at home.

TABLE 25. DO YOU SPEAK ENGLISH?

	2013	2010	2007	2004	2001
Yes	54.7%	45.9%	49.2%	58.2%	65.5%
No	45.3%	54.1%	50.8%	41.8%	34.5%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 26. DO YOU SPEAK SPANISH?

	2013	2010	2007	2004	2001
Yes	88.2%	89.1%	88.7%	87.1%	98.1%
No	11.8%	10.9%	11.3%	12.9%	1.9%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 27. DO YOU SPEAK OTHER LANGUAGE?

	2013	2010
Yes	1.2%	0.5%
No	98.8%	99.5%
	100.0%	100.0%

TABLE 28. IN YOUR HOUSEHOLD, WHICH LANGUAGE IS SPOKEN THE MOST?

	2013	2010	2007	2004	2001
Spanish	56.8%	62.1%	58.6%	50.9%	60.1%
English	19.3%	17.2%	18.5%	19.5%	30.3%
Both	23.8%	20.7%	22.9%	29.5%	7.1%
Other	0.1%	0.0%	0.1%	0.1%	2.4%
	100.0%	100.0%	100.0%	100.0%	100.0%

Educational Status

According to the U.S. Census Bureau, 62 percent of people 25 years and over in Hidalgo County have a high school diploma or higher, and 16% have a college degree or higher. In the community assessment survey, respondents were asked about their educational level and that of their spouse. Responses varied from less than a 9th grade education to a postgraduate degree, but generally Head Start parents educational levels were lower than the general population in the county. Fifty-two percent of survey respondents had not received their high school diploma. Of the remaining forty-eight percent of respondents (with at least a high school diploma), only 5% had some form of college certification or degree. The educational level of the respondents' spouses was lower, with forty-one percent having at least a high school diploma, and four percent with an associate degree or college degree. A disturbing trend is the educational levels of respondents and their spouses have declined since 2001.

TABLE 29. WHAT IS THE HIGHEST DEGREE OR LEVEL OF EDUCATION YOU HAVE COMPLETED?

	2013	2010	2007	2004	2001
Less than 9 th grade	34.9%	35.2%	35.2%	28.4%	25.1%
More than 9 th grade, but no diploma	16.8%	19.1%	17.3%	17.1%	19.2%
High school diploma or equivalent	22.0%	21.4%	22.7%	25.3%	29.5%
Some college	16.9%	17.0%	16.9%	18.9%	19.2%
Associate degree	4.4%	3.6%	3.6%	5.1%	5.4%
Other degree	4.5%	3.7%	4.4%	5.3%	1.6%
		100.0%	100.0%	100.0%	100.0%

TABLE 30. IF YOU ARE MARRIED, WHAT IS THE HIGHEST DEGREE OR LEVEL OF EDUCATION YOUR SPOUSE HAS COMPLETED?

	2013	2010	2007	2004	2001
Less than 9 th grade	39.5%	39.3%	40.9%	29.3%	30.1%
More than 9 th grade, but no diploma	19.7%	23.0%	21.7%	22.1%	22.5%
High school diploma or equivalent	21.1%	21.6%	21.6%	25.7%	26.4%
Some college	11.9%	10.8%	9.9%	14.3%	15.1%
Associate degree	3.9%	3.2%	2.5%	4.8%	4.1%
Other degree	3.9%	2.1%	3.5%	3.9%	1.3%
		100.0%	100.0%	100.0%	100.0%

Employment Status

Fifty-one percent of survey respondents were employed full-time, part-time, or seasonally, with about twenty-seven percent of all respondents having full-time jobs. Of those respondents with spouses, eighty-two percent (82%) were employed, the overwhelming majority of these with full-time jobs (59%). The percentage of respondents and their spouses who were employed increased from 2010 to 2013 as economic growth has recovered.

TABLE 31. ARE YOU EMPLOYED?

	2013	2010	2007	2004
Full-time	27.4%	24.4%	28.9%	35.9%
Part-time	20.0%	20.7%	20.7%	20.9%
Seasonally	3.3%	2.7%	3.2%	2.1%
Not employed	49.3%	51.9%	47.2%	41.1%
	100.0%	100.0%	100.0%	100.0%

TABLE 32. IS YOUR SPOUSE EMPLOYED?

	2013	2010	2007	2004
Full-time	58.5%	50.6%	67.1%	67.2%
Part-time	15.9%	15.9%	11.7%	11.8%
Seasonally	7.8%	8.4%	7.4%	4.7%
Not employed	17.8%	25.1%	13.6%	16.1%
	100.0%	100.0%	100.0%	100.0%

Income Profile

Head Start uses federal poverty guidelines to determine eligibility for Head Start programs. According to reported incomes and household sizes, 100% of Head Start families were considered to be living in poverty according to the federal poverty guidelines.

TABLE 33. WHAT IS YOUR FAMILY’S ANNUAL INCOME FROM ALL SOURCES?

FAMILY INCOME	PERCENT
Less than \$11,490	55.0%
Between \$11,490 and \$15,510	14.9%
Between \$15,511 and \$19,530	5.2%
Between \$19,531 and \$23,550	16.8%
Between \$23,551 and \$27,570	2.9%
Between \$27,571 and \$31,590	1.2%
Between \$31,591 and \$35,610	1.7%
Between \$35,611 and \$39,630	1.1%
More than \$39,630	1.3%
	100.0%

Children Below Age of 5

Respondents were asked if they had children under the age of 5 and, if so, how many. Ninety-seven percent of survey respondents have children between the ages of 0 and 5.

TABLE 34. DO YOU HAVE CHILDREN BELOW THE AGE OF 5?

	2013	2010	2007	2004	2001
Yes	97.0%	94.3%	84.4%	86.1%	87.7%
No	3.0%	5.7%	15.6%	13.9%	12.3%
	100.0%	100.0%	100.0%	100.0%	100.0%

Thirty-seven percent of survey respondents have one child below the age of 5. Twenty-one percent have two children. Seven percent have three or more children.

TABLE 35. HOW MANY OF YOUR CHILDREN ARE BELOW THE AGE OF 5?

	2013	2010	2007	2004	2001
1	37.0%	43.0%	39.5%	35.9%	38.56%
2	21.3%	27.5%	24.3%	24.5%	25.04%
3 or more	7.1%	9.8%	7.9%	7.1%	--
No	34.6%	19.7%	28.2%	32.3%	36.40%

Head Start Children with a Disability

Hidalgo County Head Start Program records show that out of a total of 3,690 children, 438 children, or 12%, have been diagnosed with a disability.

12% of the children attending Hidalgo County Head Start Centers suffer from some form of disability.

TABLE 36. DIAGNOSED DISABILITY AMONG CHILDREN ENROLLED IN HIDALGO COUNTY HEAD START CENTERS

DIAGNOSED DISABILITY	NO. OF CHILDREN RECEIVING SPECIAL SERVICES	% OF HEAD START CHILDREN 2012
Orthopedic Impairment	1	.03%
Other Health Impairment	17	.46%
Auditory Impairment	2	.06%
Visual Impairment	8	.22%
Multiple Disabilities including Deaf/Blind	1	.03%
Intellectual Disabilities	9	.25%
Emotional Disturbance	0	0%
Learning Disability	0	0%
Speech Impairment	369	10.0%
Autism	13	.36%
Traumatic Brain Injury	0	0%
Non Categorical Early Childhood	13	.36%
Children with Disability/Total Children Enrolled	438/3,690	11.9%

Source: Hidalgo County Head Start Program, 2012.

Health Insurance Coverage

According to the Texas Health and Human Services Commission and Texas Center for Health Statistics, thirty-one percent of persons living in Hidalgo County do not have health insurance coverage. In comparison, the majority of survey respondents (75%) reported they do not have health insurance. Only 6% of survey respondents reported that they had family health insurance coverage. Only 7% of the respondents said that their children were covered under CHIP (Children’s Health Insurance Program).

It is important to note that the results of the survey are not straightforwardly comparable. However, as a means of sampling the Head Start population, the survey instrument serves as useful indicator of trends observed in the population services by the Head Start program in Hidalgo County.

TABLE 37. DO YOU HAVE HEALTH INSURANCE?

	2013	2010	2007	2004	2001
Yes	25.3%	12.3%	10.9%	11.0%	26.1%
No	74.7%	87.7%	89.1%	89.0%	73.9%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 38. DO YOU HAVE FAMILY HEALTH INSURANCE COVERAGE?

	2013	2010	2007	2004	2001
Yes	5.8%	2.3%	2.6%	1.9%	44.1%
No	94.2%	97.7%	97.4%	98.1%	55.9%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 39. ARE YOUR CHILDREN COVERED BY CHIP?

	2013	2010	2007	2004	2001
Yes	7.2%	4.9%	4.4%	8.4%	19.9%
No	92.8%	95.1%	95.6%	91.6%	80.1%
	100.0%	100.0%	100.0%	100.0%	100.0%

Public Benefits

Several questions were asked regarding public benefits such as food stamps, Medicaid, TANF, and WIC, public housing, etc. Across the board, a majority of the respondents receive food stamps, WIC benefits, and Medicaid. A small percentage of respondents receive public housing benefits, TANF, and social security.

- 88% receive food stamps
- 86% receive Medicaid
- 72% receive WIC benefits
- 26% participate in TANF
- 17% receive Social Security
- 13% receive public housing benefits

TABLE 40. DO YOU RECEIVE FOOD STAMPS?

	2013	2010	2007	2004	2001
Yes	87.6%	85.3%	76.8%	70.6%	59.5%
No	12.4%	14.7%	23.2%	29.4%	40.5%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 41. DO YOU RECEIVE WIC BENEFITS?

	2013	2010	2007	2004	2001
Yes	72.1%	79.0%	66.0%	68.3%	73.7%
No	27.9%	21.0%	34.0%	31.7%	26.3%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 42. DO YOU PARTICIPATE IN TANF?

	2013	2010	2007	2004	2001
Yes	26.2%	25.5%	21.5%	20.0%	15.2%
No	73.8%	74.5%	78.5%	80.0%	84.8%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 43. DO YOU RECEIVE MEDICAID?

	2013	2010	2007	2004	2001
Yes	85.8%	86.8%	84.3%	81.2%	63.4%
No	14.2%	13.2%	15.7%	18.8%	36.6%
	100%	100.0%	100.0%	100.0%	100.0%

TABLE 44. DO YOU RECEIVE SOCIAL SECURITY?

	2013	2010	2007	2004	2001
Yes	16.6%	10.8%	7.3%	7.5%	5.5%
No	83.4%	89.2%	92.7%	92.5%	94.5%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 45. DO YOU RECEIVE PUBLIC HOUSING BENEFITS?

	2013	2010	2007	2004	2001
Yes	12.8%	11.4%	10.4%	10.2%	14.0%
No	87.2%	88.6%	89.6%	89.8%	86.0%
	100.0%	100.0%	100.0%	100.0%	100.0%

Amenities in the House

When compared with countywide data, respondents are behind in home ownership and certain basic home amenities. For example, forty-one percent of survey respondents own their home compared to the countywide average of 70%. Fifty-four percent of survey respondents have heating in their homes. Sixty-nine percent of respondents had air conditioning in their homes. Thirty percent of surveyed respondents' homes lack complete kitchen facilities compared to only 1.4% of all county homes. Moreover, 32% of survey respondents reported that their homes lack complete plumbing facilities, compared to only 2.3% of all county homes.

TABLE 46. DO YOU OWN (NOT RENT) YOUR OWN HOME?

	2013	2010	2007	2004
Yes	40.7%	30.0%	42.6%	43.5%
No	59.3%	70.0%	57.4%	56.5%
	100.0%	100.0%	100.0%	100.0%

TABLE 47. DO YOU HAVE HEATING IN YOUR HOME?

	2013	2010	2007	2004	2001
Yes	53.7%	48.7%	56.8%	59.8%	76.7%
No	46.3%	51.3%	43.2%	40.2%	23.4%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 48. DO YOU HAVE AIR CONDITIONING IN YOUR HOME?

	2013	2010	2007	2004	2001
Yes	69.4%	67.1%	60.0%	64.3%	74.2%
No	30.6%	32.9%	40.0%	35.7%	25.8%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 49. DO YOU HAVE COMPLETE KITCHEN FACILITIES IN YOUR HOME?

	2013	2010	2007	2004
Yes	70.4%	69.6%	73.6%	73.8%
No	29.6%	30.4%	26.4%	26.2%
	100.0%	100.0%	100.0%	100.0%

TABLE 50. DO YOU HAVE COMPLETE PLUMBING FACILITIES IN YOUR HOME?

	2013	2010	2007	2004
Yes	67.8%	67.8%	71.2%	68.4%
No	32.2%	32.2%	28.8%	31.6%
	100.0%	100.0%	100.0%	100.0%

Telephone, Computer, and Internet Usage

Regarding technology at home, the number of homes surveyed with telephone service has decreased from 2001 (89%) to 2013 (61%). The number of homes without telephone service is also substantially higher than the number of homes countywide that do not have telephone service (9.1%). Technological in-roads decrease further and further as one observes computer and Internet access at home. Forty-one percent of homes have a computer at home; and forty percent of homes have access to the Internet.

TABLE 51. DO YOU HAVE TELEPHONE SERVICE IN YOUR HOME?

	2013	2010	2007	2004	2001
Yes	61.0%	57.7%	66.9%	74.5%	88.8%
No	39.0%	42.3%	33.1%	25.5%	11.2%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 52. DO YOU HAVE A COMPUTER IN YOUR HOME?

	2013	2010	2007	2004
Yes	41.2%	30.6%	23.9%	27.3%
No	58.8%	69.4%	76.1%	72.7%
	100.0%	100.0%	100.0%	100.0%

TABLE 53. DO YOU HAVE ACCESS TO THE INTERNET IN YOUR HOME?

	2013	2010	2007	2004
Yes	39.1%	23.0%	17.1%	18.9%
No	60.9%	77.0%	82.9%	81.1%
	100.0%	100.0%	100.0%	100.0%

Personal Transportation Ownership

A majority of the respondents (85%) have their own transportation. Of those who own a vehicle, the majority (67%) have one vehicle. A concern is 15 percent do not have a vehicle for transportation. Those without a vehicle ask their friends and families for a ride or use a taxi or bus.

TABLE 54. DO YOU OWN YOUR OWN MODE OF TRANSPORTATION?

	2013	2010	2007	2004	2001
Yes	85.0%	72.1%	77.4%	87.2%	86.8%
No	15.0%	27.9%	22.6%	12.8%	13.2%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 55. IF YOU HAVE TRANSPORTATION, HOW MANY VEHICLES DO YOU OWN?

	2013	2010	2007	2004	2001
1 vehicle	66.8%	60.8%	62.5%	55.9%	63.4%
2 vehicles	30.7%	20.2%	23.6%	27.5%	29.7%
3 or more	2.4%	1.3%	1.5%	2.3%	---

TABLE 56. IF YOU DO NOT HAVE TRANSPORTATION, WHAT IS YOUR PRIMARY MEANS OF TRANSPORTATION?

	2013	2010	2007	2004	2001
Ride	72.0%	79.8%	77.1%	73.6%	80.9%
Taxi	10.4%	2.0%	2.9%	5.0%	3.2%
Bus	10.4%	2.6%	5.7%	9.4%	3.2%
Other	7.2%	15.6%	14.3%	3.1%	--

Flooding

Fourteen percent of survey respondents reported that flooding was a problem in their community. This was a big decline from the 26% who said flooding was a problem in 2010, and is most likely due to the improvements Hidalgo County has been making to the drainage infrastructure.

TABLE 57. IS FLOODING A PROBLEM IN YOUR COMMUNITY?

	2013	2010	2007	2004	2001
Yes	13.8%	25.6%	17.3%	19.1%	8.6%
No	86.2%	74.4%	82.7%	80.9%	91.4%
	100.0%	100.0%	100.0%	100.0%	100.0%

Pressing Concerns in the Community

Crime was ranked the highest pressing concern in the community, with 51 percent of the respondents listing it as the #1 concern. Unemployment was a close second with 49% of the respondents saying it was a pressing concern. lack of parental emphasis on education (36%), teenage pregnancy (31%), lack of health insurance (29%), substance abuse (29%), lack of affordable housing (26%), and juvenile offenders (26%) were the other pressing community concerns mentioned by respondents.

TABLE 58. WHICH ARE THE TOP FIVE PRESSING CONCERNS IN YOUR COMMUNITY?

CONCERNS	PERCENT	2013	2010	2007	2004	2001
Crime	51.3%	1	2	1	2	1
Unemployment	49.4%	2	1	2	1	2
Lack of parental emphasis on education	35.9%	3	4	3	4	3
Teenage pregnancy	30.5%	4	5	4	3	4
Lack of Health Insurance	28.9%	5	6	8	6	9
Substance abuse (alcohol, drugs, etc.)	28.8%	6	7	7	5	6
Lack of affordable housing	26.0%	7	8	5	8	5
Juvenile Offenders	25.7%	8	3	9	7	8
Child Abuse	23.6%	9	10	11	9	12
Undocumented Immigrants	22.0%	10	9	6	10	7
Divorce	16.4%	11	11	13	12	15
Lack of funds for housing rehabilitation	16.1%	12	12	10	11	10
Homelessness	15.5%	13	15	15	15	16
Lack of utilities or public services	14.7%	14	14	14	13	14
Illiteracy	12.2%	15	13	12	14	11
Spouse Abuse	10.2%	16	17	16	16	13
Racial/Ethnic or sex discrimination	9.0%	17	16	17	18	17
Lack of handicap accessibility	5.8%	18	18	21	21	20
Lack of accessibility to mental health services	4.6%	19	20	19	19	21
Elder abuse	4.6%	20	19	20	20	19
HIV/Aids	3.0%	21	21	18	17	18

Awareness and Satisfaction with Head Start Services

Respondents were asked a series of questions regarding Head Start and other child care services. Over 88% of the respondents were aware of Head Start services in their community.

“I’m very satisfied with the Head Start. They helped me so much with my child. Thank you staff and teachers.”

survey respondent

The overwhelming majority of respondents learned about Head Start through friends (56%). When asked to rate their Head Start program, 95% of survey respondents reported that they were ‘satisfied’ or ‘very satisfied’ with the services provided to them by the Hidalgo County Head Start program.

TABLE 59. ARE YOU AWARE OF HEAD START SERVICES IN YOUR COMMUNITY?

	2013	2010	2007	2004	2001
Yes	87.5%	82.9%	87.2%	85.5%	96.2%
No	12.5%	17.1%	12.8%	14.5%	3.8%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 60. IF YES, HOW DID YOU FIND OUT ABOUT THEM?

	2013	2010	2007	2004	2001
Friends	55.6%	55.5%	41.9%	54.0%	65.7%
Staff	23.1%	22.0%	21.3%	22.2%	24.6%
Media	3.1%	1.8%	3.5%	1.5%	2.3%
Flyers	13.7%	9.7%	15.1%	9.4%	4.9%
Other	12.8%	11.0%	18.3%	12.9%	2.5%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 61. IF YOUR CHILD ATTENDS HEAD START, HOW SATISFIED ARE YOU WITH THE PROGRAM?

	2013	2010	2007	2004
Very satisfied	78.2%	73.7%	66.1%	75.2%
Satisfied	17.0%	22.4%	27.1%	21.2%
Neutral	2.1%	2.1%	5.7%	2.3%
Dissatisfied	.1%	.3%	.1%	0.2%
Very dissatisfied	2.6%	1.5%	1.0%	1.1%
	100.0%	100.0%	100.0%	100.0%

Half or Full Day Program Preference

The majority of respondents (73%) prefer the full-day program. Another 24% prefer the extended day program.

TABLE 62. IF YOUR CHILDREN BENEFIT FROM HEAD START SERVICES, WHICH WOULD YOU PREFER?

	2013	2010	2007	2004	2001
Half-day	3.8%	5.0%	9.6%	3.4%	6.2%
Full-day	72.5%	77.5%	64.9%	69.2%	57.2%
Extended	23.7%	17.5%	25.5%	27.4%	36.7%
	100.0%	100.0%	100.0%	100.0%	100.0%

Awareness of Childcare/Education Opportunities

Sixty-four percent of respondents said they were not aware of other similar programs that provide childcare/educational opportunities for their children.

TABLE 63. ARE YOU AWARE OF OTHER SIMILAR PROGRAMS THAT PROVIDE CHILDCARE/EDUCATIONAL OPPORTUNITIES FOR YOUR CHILDREN IN HIDALGO COUNTY?

	2013	2010	2007	2004
Yes	36.5%	35.6%	34.5%	31.8%
No	63.5%	64.4%	65.5%	68.2%
	100.0%	100.0%	100.0%	100.0%

Satisfaction with Health, Education, and Nutritional Programs

Eight-seven percent of the survey respondents were ‘very satisfied’ or ‘satisfied’ with the available resources for health, education, and nutrition programs in Hidalgo County.

TABLE 64. REGARDING HEALTH, EDUCATION AND NUTRITION PROGRAMS IN HIDALGO COUNTY, HOW SATISFIED ARE YOU WITH AVAILABLE RESOURCES?

	2013	2010	2007	2004
Very satisfied	48.0%	41.2%	38.3%	43.6%
Satisfied	38.8%	44.5%	48.6%	42.1%
Neutral	10.3%	11.3%	10.6%	10.2%
Dissatisfied	0.9%	1.1%	1.7%	2.9%
Very dissatisfied	1.9%	1.9%	.8%	1.2%
	100.0%	100.0%	100.0%	100.0%

Childcare and Training Programs in the Community

Fifty-four percent of survey respondents would like to see more childcare programs in their community. Another 48% would like to see more programs that involve children. Sixty-four percent of survey respondents were not aware of job training opportunities in their community. A very similar situation occurs when respondents answered if they were aware of ‘other’ training opportunities; fifty-six percent of the respondents said they were not aware of other training for educational opportunities. These answers may point training providers to focus more efforts on promoting what job training and educational opportunities are available.

TABLE 65. WHAT KIND OF TRAINING PROGRAMS WOULD YOU LIKE TO SEE IN YOUR COMMUNITY?

	2013	2010	2007	2004	2001
Childcare	53.5%	43.9%	48.2%	75.5%	47.4%
Involvement with children	47.8%	39.9%	43.2%	75.0%	43.4%
Prenatal	16.0%	15.1%	20.4%	34.1%	11.0%
Mental health	14.8%	12.2%	18.3%	30.4%	6.2%
Other		13.8%	1.5%	--	--

TABLE 66. ARE YOU AWARE OF JOB TRAINING OPPORTUNITIES AVAILABLE IN YOUR COMMUNITY?

	2013	2010	2007	2004	2001
Yes	36.0%	38.0%	44.1%	44.3%	49.7%
No	64.0%	62.0%	55.9%	55.7%	50.3%
	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 67. ARE YOU AWARE OF OTHER TRAINING FOR EDUCATIONAL OPPORTUNITIES IN YOUR COMMUNITY?

	2013	2010	2007	2004	2001
Yes	43.6%	43.0%	51.6%	50.7%	42.9%
No	56.4%	57.0%	48.4%	49.3%	57.1%
	100.0%	100.0%	100.0%	100.0%	100.0%

Comments/Suggestions

The comments from the respondents can be classified under three headings, 'positive comments', 'needs', and 'general comments'. These comments were:

Positive Comments and/or Suggestions

- “Very satisfied about the program. The kids get a lot out of the programs.”
- “I like it here because my son has learned a lot since he started here.”
- “The Head Start program is a good program for children with disabilities. I am content with program.”
- “I am very happy with Head Start. It has helped my children a lot. I am very thankful for you. I hope you continue working the same way you have. Thank you.”
- “We're grateful for the Head Start program. It's really good for the kids.”
- “I am very satisfied with the learning environment in my son's classroom.”
- “I'm glad my child attends Head Start. She has learned a lot since she started.”
- “I really like this program.”
- “I am a very satisfied parent. I don't have any complaints. My son enjoys coming to school every day. Thank you for everything.”
- “Everything is fine.”
- “I am very appreciative with all the programs there are. Thanks.”
- “Our children have benefited so much with the Head Start program. It would be a great loss if there were cuts made. My children are very advanced in their learning due to the teachings of Head Start.”
- “I am very satisfied with the Head Start program.”
- “Thank you for the program, my daughter was able to understand and learn very well. Thank you for those teachers.”
- “My children have attended Head Start for two years and are very advanced. My husband and I are very pleased with the Head Start program. If there are cutbacks the children would be left with a loss of learning.”

- “Everything is good.”
- “I’m glad that Head Start program is available for kids three. Thanks to this my daughter learned a lot this year.”
- “I am very satisfied with the Hidalgo County Head Start program.”
- “The teachers do a great job.”
- “El programa de Head Start para mi es excelente y no me gustaría que acabara ya que he visto en mis hijas el avance muy grande en el aprendizaje. Gracias por preocuparse por esta comunidad.”
- “My child has improved 50% in her speech since she started Head Start. This was a better option than public school special education. Her disability is mild and with reinforcement is manageable. She was treated with respect and was included with her peers. Many have asked me where she is going. It’s working great!”
- “Estoy muy agradecida con el programa de Head Start.”
- “El programa Head Start es un programa muy bueno para los niños para que aprendan.”
- “Felicidades por el programa de Head Start. Muchas Gracias.”
- “Pienso que el programa de Head Start es muy importante en el desarrollo y aprendizaje de nuestros niños y un apoyo tan grande a nuestra comunidad.”
- “Your programs are good. I like everything. This is my four-year old child in Head Start. I am happy with the program and my first child is graduating from high school. Thank you for your help.”
- “God bless you!”
- “Estoy muy agradecida con el gobierno por este tipo de ayuda para los niños de corta edad.”
- “Muy contenta con lo que ha avanzado mi hija.”
- “Thank you for the Head Start program. Because of it my son is advanced in certain areas of learning than others. It’s a great program and us as parents appreciate it”
- “I am very happy with the services we have been provided at Head Start. Thank you so much.”
- “Head Start helps kids progress better.”

- “Everything is good. I’m satisfied with everything”
- “I am very happy with the staff. Good teachers.”
- “I recommend the Head Start program to everyone, as it has helped my daughter in achieving a better education.”
- “Head Start is a wonderful program for low-income families that cannot afford an early education. My child has benefited from this program and is now speaking Spanish and has learned a lot of self-independence and daily routine for the home, and personal care. This program is very beneficial for children. Greatly appreciate everyone.”
- “I am very happy with the services provided. Thank you.”
- “Thanks for everything that Head Start has provided to our children. It has helped us to understand our children’s behavior and needs. Thanks.”
- “Head Start is very helpful. My daughters are learning a lot by conversing with others.”
- “I am pleased with the communication between parents and teachers.”
- “This is a great program for a child. I include myself because I was also a student of Head Start. This program helps children learn numbers, colors and other activities. Thank you :).”
- “Thank you for your help and support.”
- “Very satisfied with all the help my son gets. Very satisfied with the work they do.”
- “Gracias :).”
- “Como padres estamos muy orgulloso de que nuestros hijos hayan podido asistir a Head Start IV. Estamos muy satisfechos con el desempeño de las maestras la directora y todo el staff gracias a todos y ellas por su desempeño.”
- “Gracias al programa porque los niños aprenden a socializar y a conocer sus primeras maestras y ellas se preocupan porque los niños aprendan desde las primeros lecturas hasta que estén aprendiendo a leer. Gracias porque en el centro de mi niña tiene muy buen personal de oficina directora y especialmente a los maestras.”
- “I feel Head Start is one of the best programs in the USA. I am proud to have been a Head Start child as well as my children and even my grandchildren have been. I pray the program never loses funds.”
- “Gracias.”

- “Muy contenta con todo, las maestras, la directora estoy feliz de que mi hija haiga participado en este programa, les estoy muy agradecida a todas las maestra muy lindas, gracias por todo su enseñanza que le dan a mi hija le sirvió de mucho.”
- “Ninguno el programa es muy bueno para el aprendizaje de los niños.”
- “Agradecer muy sinceramente por todo su apoyo y preocupación por nuestros pequeños.”
- “I am a very satisfied parent with Head Start. This is my 3rd child in Hidalgo County Head Start and my other two have already graduated and learned so much. It’s a very good program for 3 to 5 year old kids.”
- “I’m very satisfied with the Head Start. They helped me so much with my child thank you staff and teachers.”
- “I am very satisfied with the attention from the teachers to my child, the other children and parents.”
- “I am very satisfied with the Head Start program. My child has learned a lot in a short amount of time.”
- “I am satisfied with the Head Start program. The teachers are very professional.”
- “Everything is good at Head Start.”
- “Very satisfied with education she gets at Head Start.”
- “I liked a lot the Head Start program because my child has learned a lot and he learned also how to socialize with other children.”
- “It has been a pleasure for my child to attend Head Start. The teachers are very helpful and so are the staff.”
- “I love the Head Start program!”
- “Quiero agradecer de ante mano la paciencia y educación que le están dando a mi hijo porque gracias a sus maestras mi hijo está saliendo adelante.”
- “Yo estoy muy contenta con el programa. Gracias a ustedes Lupito se ha desarrollado más. Todos en el Head Start. Son muy amables. Voceros maestras directoras. Sigán siendo un buen trabajo. Gracias. Por todo lo que le han enseñado a todos los hijos en especial al mío.”
- “Gracias a este programa por cuidar a nuestros niños.”

- “En lo particular estoy muy contenta con la atención y enseñanza. Y todos los resultados han sido satisfactorios. Por lo tanto. Espero por siempre que sigan así cada día superándose. Y lo más importante que siempre estén pendiente de los niños.”
- “I’m very satisfied with my child attending Head Start. He has learned a lot of things.”
- “Very satisfied with the Palmview II center. It has very good teachers.”
- “Estoy muy satisfecha Head Start.”
- “Todas las maestras hacen un buen trabajo con los niños, especialmente Mrs. Monty, Mrs. Garza y Mrs. Mendoza. Mi niño aprendió mucho este año. Y las gracias por tener a Mr. Najera como el director de este centro.”
- “Estoy muy satisfecha por la ayuda que dan a nuestros hijos. Gracias por su tiempo que le dedican a los niños. Gracias.”
- “Just like to share that I’m very satisfied with the Hidalgo County Head Start in Alamo.”
- “My child’s head start teachers Ms. Guerra and Ms. Aguilar are excellent with the learning (first learning) experience of my little Noah. They never fail to keep me aware of everything that is going on in his school experience.”
- “El programa Head Start es excelente para la comunidad. Great facilities.”
- “Doing a great job.”
- “Keep up the good education for our kids; very proud to say my child attends Hidalgo Head Start.”
- “I love Head Start.”
- “None. I am very satisfied with the teacher Ms. Solis and Ms. Gonzales. They have made Allen improve a lot and he has changed a lot throughout the year. Thank you.”
- “The Head Start program is great and my children enjoy it.”
- “My child has been in the Head Start Edinburg IV program. I have been very satisfied with her school, teachers, and administrators. Everything is great and when I have had concerns they are always handled in a respectful and timely manner.”
- “Great teacher. My daughter has learned a lot. Thanks for everything.”
- “Estoy contenta mis hijos les gusta mucho las maestras son muy buenas.”

- “Que estoy muy satisfecha con el programa Head Start y muy agradecida por todas las ayudas revivimos.”
- “My children have had great opportunities with the Head Start program. I hope in the future it will continue to be successful for other children in the future.”
- “Very good program. Develops kids at a young age.”
- “Estoy muy contenta de que mi hijo este en Head Start porque ha aprendido muchas cosas. Thank you!.”
- “Program helps kids a lot.”
- “Estoy muy complacida con la educación de mi hijo que recibió del programa Head Start.”
- “Muy satisfecha.”
- “Estoy muy satisfecha con el programa y todo lo que logran con nuestros pequeños.”
- “Todo está perfectamente. Gracias.”
- “El programa de Head Start es la mejor decisión que hice para la educación de me mino.”
- “You are doing great!”
- “Everything is great. The teachers are dedicated to the students learning, and it shows through the students’ intelligence.”
- “I just want to thank the employees of Head Start. They are doing an excellent job.”
- “Thank you so much for the work you do for the children.”
- “Everything is great.”
- “I like everything about the program. It has made me very happy to know that my daughter is getting an education so early.”
- “Thank you all for your teachings to our children. God bless you all.”
- “Que sigan como están todo me parece muy bien.”
- “Solo agradecerles por todo lo que hacen por nuestros hijos, muchas gracias a todos.”
- “Que estoy muy satisfecha con el programa Head Start y muy agradecida por todas las ayudas recibimos.”

- “Estoy muy contenta de que mi hijo este en Head Start porque ha aprendido muchas cosas. Thank you!”
- “Every type of instruction given to my daughter from Head Start has been beneficial to her learning.”
- “My children have had great opportunities with the Head Start program. I hope in the future it will continue to be successful for other children in the future.”
- “This program is very good for our kids because they learn very much about it.”
- “I’m very happy with the Head Start my daughter goes to. Staff are friendly and helpful.”
- “Very satisfied staff. I was able to work with my child on a one-to-one when needed.”
- “Very satisfied with Head Start program. I would like to see more Head Start centers.”
- “Estoy satisfecha lo único que me gustaría es que en el programa Head Start hubiera transporte.”
- “I am very happy that my son had the chance to join HCHS. He has learned so much. I give special thanks to his teachers this year. Very good program.”
- “I am very happy my kids are attending Weslaco Head Start. The teachers are great with my kids. Thank you for caring for my children.”
- “I am very satisfied with what my child has learned at the Head Start.”
- “Excelente personal que labora en Head Start.”
- “Me gusta mucho el programa Head Start con excelentes personas compañeros.”
- “El servicio de Head Start es muy bueno y deberían de tener más apoyo por parte de las instancias correspondientes.”

“I am a very satisfied parent with Head Start. This is my 3rd child in Hidalgo County Head Start and my other two have already graduated and learned so much. It’s a very good program for 3 to 5 year old kids.”

survey respondent

Needs

- “A little more flexibility to accept kids that have autism and ADHD. There are parents like us who can’t pay for the private services.”
- “Find more ways to provide help to who needs it the most.”
- “Being able to go to fieldtrips with our children.”
- “Need more surveillance from the sheriff’s department around the neighborhoods. It’s too dangerous for our children on the outside (county area) North.”
- “Need a Boys and Girls club in our community.”
- “Me gustaría que hubiera transporte en los centros de Head Start.”
- “Teachers need more help in the classrooms, considering the age of the children. More training.”
- “Hacer un mejor estacionamiento para mejor fluidez de vehículos.”
- “Housing parks need to fix them better where kids can go play instead of being in the street.”
- “Me gustaría que hubiera áreas de reciclaje en esta ciudad.”
- “The teachers need to be more in tune with the children”
- “I would like if there was transportation to and from the program.”
- “They should have a nutritionist working at the Head Start program.”
- “Quisiera que exista campamento de verano para menores de 5 años.”
- “Clases de inglés nivel II-III para padres etc.”
- “Dar más motivación a los padres de problemas educativos de los niños.”
- “Que existan áreas de juegos publico bajo techo.”
- “Have more activities for the kids.”
- “I think you need more staff that is willing to be here on a daily basis. The kids need stability not a teacher coming and going like an absent parent. The kids really stress about change of staff.”

- “There should be more information or groups for parents with down syndrome. Since I am a new parent to my baby with D.S, I would love to talk to other parents with children with D.S.”
- “More clinics where there are no long wait lines for the primary interview because one would pay less.”
- “More security in the city.”
- “I would like to see more promotion of healthy eating to the children and in case of emergency to show them how to dial 911 and how to answer questions. Also more common involvement with education in all ages.”
- “Need more English classes because the current ones you need to wait for a spot in the class.”
- “I would like to see transportation for the children in Heat Start to school and back home.”
- “Parents who are uneducated need resources to gather information regarding returning to school. Parents, if uneducated, become more likely that they will in turn not encourage their children to pursue higher education. Most parents also assume that they cannot "afford" to send their children to college so bring them to work and not study. These parents need to know that there are options and college is a possibility for anyone that wants it.”
- “I would like transportation for the kids because there are sometimes it is hard for me to take them to school”
- “Me gustaría que hubiera un programa para aprender inglés.”
- “Que se den a conocer los diferentes programas con los que cuenta el estado para así poder sacar ventaja de ellos y usarlos, esta es mi sugerencia.”
- “Deben de enseñar más la biblia a los niños.”
- “More involvement programs with children”
- “More Parental Involvement more awareness of programs in that are out there and don’t know about”
- “Un programa de Head Start para que haya más niños. Hay muchos niños que se quedan sin entrar. Se necesita un Head Start más grande.”
- “Me gustaría tener un Head Start mas cercas por que se batalla en el modo de transporte.”

- “Queremos más seguridad en nuestras colonias hay mucha delincuencia.”
- “El área donde yo vivo necesita mucha ayuda. Una biblioteca, parques, cerca, transporte público y más seguridad.”
- “Se necesita un Head Start más grande.”
- “For the Head Start programs or school to be bigger. The classrooms are too small to little space. Have more parent activities.”
- “Que haiga más seguridad, que no haga robos, y accidentes, que la gente se respetara una a otro, que nosotros como padres educáremos más a nuestros hijos para que sean un ejemplo para todos y sean algo en la vida. Y no destruyan su futuro. TEMA: EDUCACION.”
- “I believe the children in our community need more youth programs to keep them involved.”
- “I wish that you can provide transportation for students have in head start because sometimes I lack transportation.”

General Comments

- “I have looked at the Alton Elementary School children walk to their house using the street because there is not a sidewalk and the grass is too large that it could provoke an accident.”
- “Education, talk, and activities.”
- “Aunque el gobierno nos ayude con ciertos servicios yo pienso que la gente que trabaja con la comunidad no debería confiar tanto, mejor deberían visitar a las comunidades para ver si deberías la ayuda que les ofrecen sirve de algo o a la mejor no la están aprovechando para bien o a lo mejor se aprovechan de lo poco que nos ofrecen para ayudarnos. Y si estás las familias y preguntarles si están satisfechos con la ayuda o si necesitan algo o si tienen alguna duda o pregunta nada más. O si tienen alguna necesidad.”
- “Program should run until end of May.”
- “The Head Start program shouldn't get children with special needs. The program is not structured for the children. It's not the teachers fault. It's the program.”
- “It is very important to share what we can with the program, for the good of the children.”

- “Sí que viera fondos para apoyar a los niños que no tienen Medicaid para el dentista aquí ay un niño y no se le dio el apoyo por falta de fondos y hace 8 años a mi hijo se le dio el apoyo gracias.”
- “Que pasan muy recio, casi no hay seguridad, no respetan la velocidad.”
- “I hope that the government starts to drug test everybody asking for assistance. That would cut off the druggies from getting help with food stamps and selling them for drugs instead of using them to feed their children.”
- “Parents should try to help other parents who need it.”
- “We are missing lights in the streets.”
- “Parking abuse!”
- “I would like to be taught English so that I may help my child with his/her homework.”
- “Me da gusto saber que niños con discapacidades diferentes puedan ser o estar en un salón regular, no solo en un salón especial. (Así ellos aprenden a interactuar con otros niños desde pequeños ya que imitan lo que observan).”
- “Yo en lo personal estoy en desacuerdo de porque en horario de la entrada de que son vecinos no ay vigilancia continua porque en bastantes ocasiones la gente ven que un niño va a pasar o avanzar no los dejan pasa y pueden atropellarlos eso es un peligro.”
- “El programa de Head Start ha tenido cambios y no se le ha notificado del todo a los padres de suma importancia estar informados sobre los cambios; como padre voluntario es muy importante para mi estar al día, y que se nos permita participar con nuestros hijos.”
- “Espero tener lugar el año próximo para mi niño.”
- “I am very satisfied by the education provided but very unsatisfied with the meals. I would like to see more nutritious and freshly made food for the kids.”
- “Sugiero que sigan teniendo ese interés y preocupación para que los niños reciban ese programa y puedan aprender desde muy pequeños como lo hace mi hijo.”
- “El salón de los niños es demasiado caliente por eso se contagian los niños por el calor de tanto niño y el cuarto cerrado. El humor de los niños cuando sudan.”
- “So far the program is pretty good about emphasis on healthy eating habits. I would like to see more activities or workshops for parents to implement healthy diet programs at home.”

- “Jobs available to require some kind of education and we can’t get any if we are put in waiting lists to receive child care. Available housing can be expensive and sometimes too much violence. Safer living with family members, but they work too as well.”
- “Teachers should be up to date with children in their class and the disability they have.”
- “Me gustaría que solo se quede una maestra desde que empieza el año hasta que termine. Gracias.”
- “Have an office director that is more comprehensive with parents and staff. Better manners and no specialties with parents and staff as seen by parent me. Force parents to get more involved with center activities. Teachers are very nice polite: Mrs. Flores, Mrs. Reyes and Mr. Garcia. But best of all great manners, Mrs. Quintero and Mrs. Ocampo are great staff too.”
- “My son graduated high school from another state. I don’t want my son to not be able to go to college because of lack of support and information.”
- “Me gustaría que cada viernes les dieran como "tarea" leer a los niños y nos provean de un libro, porque creo que muchos padres no cooperan porque no les gusta leer, pero si lo vieran como una "tarea" fomenta a la lectura y convivencia con los niños.”
- “Every year I fill this survey but there are no changes in regards this program.”
- “Violencia trae violencia. Crimen trae crimen las personas necesitan educar a sus hijos a muy temprana edad en vela con violencia crimen etc.”
- “I find that some of the programs here in the Valley we have to be very, very low-income in order to qualify. Most people who take advantage don’t really need the help because they don’t work.”
- “No mezclar a los niños de 3 años con las que tienen 4 años debido a que es un retraso de su edad y comportamiento en lenguaje y demás cosas que no van de acuerdo con la edad que tienen. Eso afecto a mi hijo en lo personal ya que el empezó a hablar bien desde los 3 años y ahorita que tiene 4 habla peor que cuando tenía 3.”
- “No pienso que se debe de pedir tuición tarifa por querer meter a tu hijo a otra escuela mientras tú puedas transportarla y áreas que es mejor escuela para ella.”
- “Si hubiera mejor comunicación y coordinación entre padres y maestros.”
- “Las maestras de Head Start necesitan ponerles un poco de más empeño en los niños.”
- “Sobre la salud de personas sin seguro de salud. Hay algunas clínicas pero no son suficientes, ni tan económicas, además se pierde todo el día esperando que la atiendan.”

- “No tenemos luz en la cocina.”
- “Cuando cambian de maestra seguido los niños pierden el interés de la educación. Pongan cuidado a esto.”
- “Strongly believe that if a child has behavior issues there should be extra help in class because some children are not benefiting from the program if the other child is not being able to learn.”
- “We need more help. There are a lot of kids out in the streets using drugs.”

Child Care Resources

Child care resources have been categorized under two headings: 1) local community resources and 2) electronic resources.

Local Community Resources:

- Independent school districts provide after school care to low-income school-age children and children of teen parents.
- Hidalgo County Head Start Centers provide child development quality services to low-income families.
- Hidalgo County Head Start Centers also provide adult education services to Head Start families in ESL, GED and ABE.
- For-and not-for-profit childcare providers.
- Public or private entities providing services that increase the quality of child care.
- Local governmental entities that provide child care services.

Electronic Resources:

The World Wide Web (WWW) sites listed on these pages include general clearinghouses and individual organizations that provide relevant information for ACF child care grantees and others in the child care field. Sites are listed alphabetically by organization name, followed by the electronic address.

Child Care Bureau: <http://www.acf.dhhs.gov/programs/ccb>

Department of Health and Human Services: <http://www.os.dhhs.gov>

Information on the Child Care and Development Block Grant, links to other Administration on Children and Families sites and other information within the Department of Health and Human Services, with links to other related child care sites.

Electronic Policy Network: <http://epn.org>

A resource site, including information and links to national organizations in child and family policy, welfare reform, health policy and economic research.

ERIC Clearinghouse on Elementary and Early Childhood Education:

<http://ceep.crc.uiuc.edu/>

CEEP provides publications and information to the worldwide early childhood and parenting communities.

FedWorld Information Network: <http://www.fedworld.gov>

This site lists recent government reports and lets the user search government information by keywords.

Library of Congress' State and Local Government Resource Page:

<http://lcweb.loc.gov/global/state/stategov.html>

Lists indexes of state and local sources of information on the World Wide Web and provides maps on every state. Also links to other Library of Congress information resources and to other government sites.

National Child Care Information Center: <http://nccic.org>

Sponsored by the Child Care Bureau, Administration for Children and Families, Department of Health and Human Services, this site provides a central access point for child care related information.

National Resource Center for Health and Safety in Child Care:

<http://nrc.uchsc.edu>

Funded by the Maternal and Child Health Bureau, Department of Health and Human Services, this site has the child care licensure regulations for each state. Also available are health and safety tips and full-text resources.

Native Web: <http://www.nativeweb.org>

A site that provides information about the lives and cultures of Native Americans, Alaskan Natives, and other indigenous peoples. The topics include languages, education, organizations, newsletters, and other sites which focus on Native issues.

U.S. Bureau of the Census: <http://www.census.gov>

This site offers useful child care data, including information on child care costs and use of various child care arrangements.

TABLE 68. LIST OF ADDITIONAL ONLINE CHILD CARE RESOURCES

RESOURCE	WEB ADDRESS
American Academy of Pediatrics	http://www.aap.org
American Public Human Services Association	http://www.aphsa.org
Bureau of Labor Statistics	http://www.bls.gov
Center for Career Development in Early Care and Education	http://ericps.crc.uiuc.edu/ccdece/ccdece.html
Center for the Child Care Workforce	http://www.ccw.org/
Child Care Aware	http://www.childcareaware.org/en/
Child Welfare League of America	http://www.cwla.org
Children's Defense Fund	http://www.childrensdefense.org
Children's Foundation	http://www.childrensfoundation.net
Consumer Product Safety Commission	http://www.cpsc.gov
Department of Education	http://www.ed.gov
Department of Labor	http://www.dol.gov
Families and Work Institute	http://www.familiesandwork.org
The Finance Project	http://www.financeproject.org
Indian Health Service	http://www.ihs.gov
Military Child Development Program	http://www.mediacen.navy.mil
National Association for Family Child Care	http://www.nafcc.org/
National Association for the Education of Young Children	http://www.naeyc.org/
National Assoc. of Child Care Resource and Referral Agencies	http://www.naccrra.org
National Black Child Development Institute	http://www.nbcdi.org
National Center for Children in Poverty	http://www.nccp.org/
National Child Care Association	http://www.nccanet.org/
National Clearinghouse on Child Abuse and Neglect	http://www.childwelfare.gov/
National Conference of State Legislatures	http://www.ncsl.org
National Head Start Association	http://www.nhsa.org
NEC*TAS	http://www.nectas.unc.edu
National Institute on Out-of-School Time	http://www.wellesley.edu/WCW/CRW/SAC
National School Age Care Alliance	http://www.nsaca.org
The ARC	http://TheArc.org/
Zero to Three	http://www.zerotothree.org

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Appendices

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

TABLE 69. HIDALGO COUNTY HEAD START CENTERS 2012-2013

Code	Head Start Center	Code	Head Start Center	Code	Head Start Center
● 1	Alamo H/S Center 303 S. 7th Alamo, TX 78516	● 18	Austin (A-1) H/S Center 2100 Fir St. McAllen, TX 78501	● 35	San Carlos H/S Center 134 North 86 San Carlos, TX 78539
● 2	Alton H/S Center 202 W. Dawes Ave. Alton, TX 78572	● 19	McAllen IV H/S Center 3900 S. Ware Rd. McAllen, TX 78501	● 36	San Juan I H/S Center 200 North Cougar San Juan, TX 78589
● 3	Donna I H/S Center 1402 Silver Ave. Donna, TX 78537	● 20	McAllen V H/S Center 1200 North 25th Street McAllen, TX 78501	● 37	San Juan II H/S Center 601 Earling Road San Juan, TX 78589
● 4	Donna II H/S Center 1715 Miller Avenue Donna, TX 78537	● 21	McAllen VI H/S Center 2601 Sarah Avenue McAllen, TX 78502	● 38	Sullivan City H/S Center 379 E. Expressway 83 Sullivan City, TX 78595
● 5	Donna IV H/S Center 202 West South Avenue Donna, TX 78537	● 22	Vine Terrace H/S Center 2220 (B) North 27th Street McAllen, TX 78501	● 39	UTPA H/S Center 1201 W. University Dr. Edinburg, TX 78539
● 6	Edcouch H/S Center W. Hwy 107 & Mile 4 N. Edcouch, TX 78538	● 23	Mercedes I H/S Center 1100 W. Expwy 83 Mercedes, TX 78570	● 40	Weslaco I H/S Center 310 N. Kansas St. Weslaco, TX 78596
● 7	Edinburg I H/S Center 225 South 25th Street Edinburg, TX 78539	● 24	Mercedes II H/S Center 3601 East Mile 8 North Weslaco, TX 78596	● 41	Weslaco II H/S Center 3030 N. Texas Blvd. Weslaco, TX 78596
● 8	Edinburg II H/S Center 1200 North 1st Street Edinburg, TX 78539	● 25	Mission I H/S Center 115 Mayberry Mission, TX 78572	● 42	Weslaco III H/S Center 1317 W. Expwy. 83 Weslaco, TX 78596
● 9	Edinburg III H/S Center 3817 South I. Rd. Edinburg, TX 78539	● 26	Mission II H/S Center 1105 East 8th Street Mission, TX 78572	● 43	Western Road H/S Center 8245 E. Poinsetta Dr. Mission, TX 78573
● 10	Edinburg IV H/S Center 3215 Richardson Road Edinburg, TX 78539	● 27	Mission III H/S Center 3401 N. May berry Mission, TX 78572		
● 11	Edinburg V H/S Center 3500 E. F.M. 2812 Edinburg, TX 78539	● 28	Mission IV H/S Center 301 South Inspiration Mission, TX 78574	■ 44	Administration Office 1901 W. State Hwy 107 Edinburg, TX 78539
● 12	Elsa H/S Center 700 Northwest Hidalgo Elsa, TX 78543	● 29	Monte Alto H/S Center 25249 1 st St. Monte Alto, TX 78538		
● 13	Hidalgo H/S Center 607 South 5th Street Hidalgo, TX 78557	● 30	Palmview I H/S Center 301 N. Bryan Rd Palmview, TX 78574		
● 14	La Herencia H/S Center RR 3 Box 3059 Mercedes, TX 78570	● 31	Palmview II H/S Center 618 Breyfogle Rd. Palmview, TX 78574	■ 45	Edcouch Kitchen W. Hwy 107 & Mile 4 N. Edcouch, TX 78538
● 15	La Joya H/S Center 105 E. 5 th & Leo Ave. La Joya, TX 78560	● 32	Palmview III H/S Center 1208 Paula Dr. (Rear) Palmview, TX 78574	■ 46	Palmview Kitchen 1208 Paula Dr. Mission, TX 78572
● 16	Las Milpas I H/S Center 714 Zapata Ave. Pharr, TX 78577	● 33	Pharr H/S Center 415 E. Clark Pharr, TX 78577		
● 17	Las Milpas II H/S Center 901 E. Thomas Pharr, TX 78577	● 34	Progreso H/S Center 109 W. Palm Ave Progreso, TX 78579		

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

**2013 Head Start Community Assessment
Palmview Focus Group Meeting
04/22/13, 5:30-6:00 p.m.
28 participants**

1. A. What are the strengths or good things about your community?
 - Less vandalism/more security
 - Police patrol good
 - Schools close to house
 - Community growing
 - Improving infrastructure ex: sewer, streets
 - Three Head Start centers now, closer to the area
 - Transportation by bus for Head Start kids

1. B. What are the weaknesses or bad things about your community?
 - No crosswalks for kids in public schools
 - Lack of public housing
 - Energy efficient homes
 - Non-paved streets/caliche
 - No street lights in colonia
 - No sewer system

2. A. Do you think there is enough information available on diabetes, obesity, and other nutritional concerns for young children in the community?
 - There is enough information being provided

2. B. Do you know how to get information on the nutritional needs of your children?
 - WIC
 - Head Start
 - Schools
 - County extension service
 - Clinica de Valle in San Juan

3. Do you know where to get assistance in case of a serious accident? House fire? Violent death?
 - Don't know where to get assistance for serious accidents besides 911
 - 911 call
 - There are no resources, e.g. what to do if house burns down and need help
 - Head Start does community resources directory to help parents

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

4. Do you have access to information on how to deal with violence in a public place?
 - 911
 - Seen on TV ads for domestic violence
 - Daughter has provided information by middle school
 - Mexican culture doesn't want to get intruded in other peoples' business
 - Call the police for trouble

5. What resources are available in your community? For example for job training, adult education opportunities, child care, school, etc.?
 - Public speech therapy
 - English and Sign Language
 - TV ads for school/ training
 - Don't know where to go besides Workforce Solutions to look for job
 - GED classes at school
 - Head Start does evaluation of parents for GED to schools for training

6. What are the needs of your community? Are there programs, services, or information that are not being provided but are needed in the community?
 - Boys and Girls Club

7. Other comments/suggestions for Head Start?
 - See the growth of her daughter- seen improvement in attitude and ABC, numbers learning after three months
 - Would like classes provided by age instead of groups
 - More transportation to Head Start Centers, limits on program can provide because of resources
 - Security guard at Head Start centers
 - More playground equipment
 - There is good education being provided by Head Start
 - How son has learned good eating habits, he has been learning English at center due to no English being spoken at home

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

**2013 Head Start Community Assessment
Mission Town Hall Meeting
4/23/13, 5:30-6:30 p.m.
25 participants**

1. A. What are the strengths or good things about your community?
 - Access to WIC, food stamps, Medicaid programs
 - Public schools are good, very good information for parents
 - Fast response for the police

1. B. What are the weaknesses or bad things about your community?
 - Delinquency very high, have stolen two bikes from home
 - Stole plants and palm trees from home
 - Vandalism of homes
 - Drug use in the streets by adults
 - Not safe in the streets
 - Not enough street lights; too dark at night
 - Not enough police patrols in neighborhood

2. A. Do you think there is enough information available on diabetes, obesity, and other nutritional concerns for young children in the community?
 - Needs to be more information on nutrition to parents (diabetes II)
 - WIC gives general knowledge, but need much more specific
 - Chips have too much sodium, rat poison for diet cokes
 - Public should be more informed on what is good to eat to prevent illnesses
 - More emphasis on good things, not bad things to eat
 - More awareness is needed in the community, people need to be educated on healthy eating

2. B. Do you know how to get information on the nutritional needs of your children?
 - Internet
 - WIC program
 - Parent meetings at high schools
 - Head Start classes
 - Doctor pamphlets and brochures

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

3. Do you know where to get assistance in case of a serious accident? House fire? Violent death?
 - Don't know where to get assistance
 - Clinica del Valle refers to programs
 - Head Start directory of services for emergencies
4. Do you have access to information on how to deal with violence in a public place?
 - Did not know what to do when a person was being abused/ domestic violence
 - Mujeres Unidas presentation at Head Start
 - Need more resources in the community for those that don't go to Head Start
 - "Everything I learned about domestic violence was through Head Start"
5. What resources are available in your community? For example for job training, adult education opportunities, child care, school, etc.?
 - Workforce Solutions has programs
 - Region One English classes, and GED classes
 - Head Start provides child care (school for children)
 - Head Start provides referrals to adult education resources
 - Need to be more places to provide adult education in the community
 - Needs to be more awareness of programs
 - Many parents are afraid of getting services because afraid they will get into trouble (undocumented)
 - Alton community center (ESL, GED SOB Training) provided by Region One
6. What are the needs of your community? Are there programs, services, or information that are not being provided but are needed in the community?
 - More information about child abuse
 - Miscommunication with police
 - More people need to come to meetings to learn and voice their opinions and concerns
7. Other comments/suggestions for Head Start?
 - I would like for parents to get together to pay for improvements for the playground shading at Head Start Center
 - This is the first year that child is in Head Start and I really like it
 - My kid has been here for two years and I have been happy with the program
 - The classes invite the parents to learn with kids with books by reading to their kids
 - Head Start emphasizes for families to spend time together
 - Head Start is very important, does not qualify, but it helps the kids when they are little when they are eager to learn, my kids are already reading at 1st grade level
 - More likely to succeed if start with Head Start and stay in school.

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

**2013 Head Start Community Assessment
McAllen Focus Group Meeting
04/24/13, 5:30-6:00 p.m.
37 participants**

1. A. What are the strengths or good things about your community?
 - Security
 - School is close by (accessible)
 - Roads are paved
 - Street lights

1. B. What are the weaknesses or bad things about your community?
 - School road for pedestrians need to be more rules to be enforced to avoid removals and accidents.
 - Limited parks and recreational areas
 - Vandalism in the parks
 - More important information on available resources

2. A. Do you think there is enough information available on diabetes, obesity, and other nutritional concerns for young children in the community?
 - Need more information on diabetes and obesity
 - Need more workshops and informational sessions.
 - Obesity is more prominent
 - Class conducted by Head Start program on how to eat healthy
 - More frequent cooking classes/cook and eat healthy

2. B. Do you know how to get information on the nutritional needs of your children?
 - Internet/ WIC/ family members
 - More informational sessions and involvement by the Head Start program on nutritional values.
 - UTPA with community center to give out nutritional information

3. Do you know where to get assistance in case of a serious accident? House fire? Violent death?
 - No
 - Victims of Crime Program
 - 911
 - Salvation Army

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

4. Do you have access to information on how to deal with violence in a public place?
 - Mujeres Unidas (Pamphlets)
 - 911
 - Most of them don't know whom to approach

5. What resources are available in your community? For example for job training, adult education opportunities, child care, school, etc.?
 - Workforce Solutions
 - Region One
 - VIDA
 - PSJA offers certifications for technical jobs, GED, English
 - Housing authority offers technical classes
 - ARISE Program- Citizenship classes/English
 - Union Del Pueblo

6. What are the needs of your community? Are there programs, services, or information that are not being provided but are needed in the community?
 - More programs for training/ GED/ English
 - Professional training programs to enhance in career and also to go to college.
 - Know more information from Head Start Program about what they offer
 - Job fairs/trainings/skills, trade
 - Help/consulting from an attorney
 - Extended school hours for teenagers, that way they can be more productive
 - High School needs to relax the GPA rules for recreational activities to avoid discrimination
 - To indulge in Police Academy program for high school students, that way they get more sense of leadership, more concern for the community and a sense of responsibility

7. Other comments/suggestions for Head Start?
 - Head Start must inform more about other resources
 - More transportation available
 - Incorporate grading system in Head Start that way the program is not redundant for some kids
 - More meetings need to be emphasized
 - Head Start to motivate more parents to come to the meetings
 - To have meetings in the morning will be more effective

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

**2013 Head Start Community Assessment
Mercedes Town Hall Meeting
04/25/13, 5:30-6:00 p.m.
25 participants**

1. A. What are the strengths or good things about your community?

- Head Start
- GED program/GED academy
- English classes by Donna ISD
- Secure and safe
- Nuestra Clinica provides nutritional food
- Food banks/library
- Construction of new high school
- Close to stores
- Public parks/walking trails
- Schools for exercise

1. B. What are the weaknesses or bad things about your community?

- Robberies
- Park very bad, not maintained/city park Donna
- Bad pavement on streets
- Lack of communication/newsletter from city hall and other centers
- Not enough businesses
- No Boys & Girls Club
- Police patrolling more often and at Donna Head Start
- More patrolling at colonias
- Mobile sub-station of police department in the colonias
- More street lights
- Improve the sewer system

2. A. Do you think there is enough information available on diabetes, obesity, and other nutritional concerns for young children in the community?

- Yes-elementary Schools
- Internet
- HEB
- Doctor's office
- School health fairs
- TV stations

2. B. Do you know how to get information on the nutritional needs of your children?

- WIC

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

- Pediatric offices
 - Internet
 - Head Start
 - Dr. Oz/TV in general
 - Head Start advertising good eating habits
 - Schools cafeterias
 - Billboards
 - Newspapers/flyers
3. Do you know where to get assistance in case of a serious accident? House fire? Violent death?
- 911
 - Police
 - Head Start provides temporary assistance or kind of help line and assists you to the right services
 - 211
 - Mujeres Unidas
 - Courthouse
4. Do you have access to information on how to deal with violence in a public place?
- 911
 - Local/personal security at public places/ business
 - Mujeres Unidas
 - Child Protective Services
 - Edinburg Behavioral Center
 - Church/counseling services for couples
 - United Way
5. What resources are available in your community? For example for job training, adult education opportunities, child care, school, etc.?
- English classes by public schools
 - Daycare centers
 - Workforce Solutions
6. What are the needs of your community? Are there programs, services, or information that are not being provided but are needed in the community?
- Parks/recreational center/programs
 - Retail stores (HEB/ Walmart)
 - More Head Start programs
 - Transportation by Head Start program
 - Information center

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

- More fire fighters
- Pest control. Fumigate more often
- No proper speed limits, no speed bumps/ proper naming of the streets
- Food banks
- Homeless shelter
- Distribution of Information
- GED in Head Start
- Field trips beyond county
- Info on bullying in schools
- More security in schools/bigger middle schools

7. Other comments/suggestions for Head Start?

- Good Head Start program, learn a lot
- More Head Start program
- More transportation
- Donna North- new Head Start center close to the school
- Design to pick up the kids—grow (safe)
- Surveillance very good, but more surveillance outside of Head Start Center
- Bilingual classes very good/bilingual meetings
- Open the doors earlier school, and Head Start
- Excellent education/and good nutrition food provided
- The children build self-esteem
- Head Start program helps

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

**2013 Head Start Community Assessment
Mercedes Town Hall Meeting
4/26/13, 5:30-6:30 p.m.
8 participants**

1. A. What are the strengths or good things about your community?
 - Police department patrol
 - Outlets bring jobs
 - Schools are remodeled
 - Recreation Center

1. B. What are the weaknesses or bad things about your community?
 - Pot holes
 - Pavements need improvement
 - Roads paved properly outside city limits
 - Robberies
 - Vandalism
 - Drug issues at schools
 - More patrolling needed
 - More security cameras

2. A. Do you think there is enough information available on diabetes, obesity, and other nutritional concerns for young children in the community?
 - WIC
 - Head Start center
 - Posters/flyers

2. B. Do you know how to get information on the nutritional needs of your children?
 - WIC
 - Internet
 - Library
 - Subway

3. Do you know where to get assistance in case of a serious accident? House fire? Violent death?
 - Red Cross
 - United Way
 - Salvation Army
 - 211
 - Lakeway Church (food pantry)

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

4. Do you have access to information on how to deal with violence in a public place?
 - Security guard
 - Look for employees in the organization
 - Mujeres Unidas
 - Counseling center (Mind Matters)
 - LUPE

5. What resources are available in your community? For example for job training, adult education opportunities, child care, school, etc.?
 - Region One
 - Mercedes ISD provides GED
 - Lupe provides GED, ESL
 - Library (Computer Classes)
 - Head Start posts county wide job postings
 - Food stamp office job postings
 - Local daycare centers
 - Outlets
 - Boys & Girls Club

6. What are the needs of your community? Are there programs, services, or information that are not being provided but are needed in the community?
 - College
 - More patrolling in the rural areas
 - More recreational areas/parks

7. Other comments/suggestions for Head Start?
 - Kids improve a lot in terms of language, cognitive, skills

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

**2013 Head Start Community Assessment
Edcouch Elsa Town Hall Meeting
4/29/13, 5:30-6:30 p.m.
8 participants**

1. A. What are the strengths or good things about your community?
 - Politics are strong, politically involved
 - Likes public schools
 - Transportation for students to school
 - Getting a new H-E-B and Wal-Mart
 - Community is growing, more businesses

1. B. What are the weaknesses or bad things about your community?
 - Drugs
 - Gangs
 - Sex offenders
 - New Head Start building needed
 - Need more restaurants
 - Vandalism
 - Bus got vandalized
 - Crime
 - More parent involvement with Head Start Center (20/160 Attend)
 - Lack of transportation for parents to Head Start

2. A. Do you think there is enough information available on diabetes, obesity, and other nutritional concerns for young children in the community?
 - WIC provides flyers
 - High School provides health fairs
 - Feel there is adequate information on health
 - Head Start exercise with kids at school; adults not sure if enough info
 - Not all families have a access to information on diabetes
 - Needed in Spanish

2. B. Do you know how to get information on the nutritional needs of your children?
 - WIC
 - Head Start (nutrition contest by Head Start)
 - Public schools
 - HEB
 - Internet (a lot of families do not have access to internet)

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

3. Do you know where to get assistance in case of a serious accident? House fire? Violent death?
 - Red Cross
 - 911
 - Salvation Army
 - Community donates in time of need to help each other through a fundraising, donations to families
 - Politicians

4. Do you have access to information on how to deal with violence in a public place?
 - Call police
 - Have not seen flyers/ info on violence
 - Head Start has information and makes referrals to Mujeres Unidas
 - Head Start conference does annual fair for parents with different agencies
 - Head Start handbook given to parents during parent orientation at 1st of year

5. What resources are available in your community? For example for job training, adult education opportunities, child care, school, etc.?
 - Public school district provides ESL, GED classes at high school
 - Head Start provides 1st choice as teacher substitute to parents
 - Library in Elsa provides GED classes and computer for job training
 - Head Start provides child care for meetings
 - CCMS in Weslaco provides child care for parents who work

6. What are the needs of your community? Are there programs, services, or information that are not being provided but are needed in the community?
 - Need more parks
 - Playgrounds for kids


7. Other comments/suggestions for Head Start?
 - New building for Head Start
 - More parent involvement with Head Start
 - “Teaching is good, when kid goes to kindergarten, ready for 1st grade
 - Nicer facilities
 - Transportation for parents to meetings
 - Staff is good

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

Estimado padre de familia,

Hemos puesto en marcha esta encuesta con el fin de evaluar las necesidades de usted y de su comunidad, así como esclarecer los recursos con los que cuentan para atender a estas necesidades. Le pedimos que nos ayude con unos minutos de su tiempo, llenando esta encuesta breve y regresándola lo más antes posible a su centro comunitario de Head Start. Sus respuestas serán confidenciales y no serán compartidas con otra agencia o persona.

Gracias por su ayuda.

Por favor marque claramente. 

1. ¿Es usted padre del programa Head Start? Sí No
2. ¿Cuál es su sexo? Masculino Femenino
3. ¿Cuál es su raza? Hispana Blanca Negra Indígena Asiática Otro
4. ¿Cuál es su estado civil? Soltero Casado Separado Divorciado Viudo
5. ¿Cuál es su estado de residencia? Ciudadano Residente Otro
6. Usted habla... Ingles Español Otro(s) *(marque todos los que apliquen)*
7. ¿Cuál idioma predomina en su hogar? Ingles Español Ambos Otro
8. ¿Cuál es el nivel mas alto de educación que usted y su esposo(a) tienen?

	Usted	Su pareja	
<input type="radio"/>	<input type="radio"/>		Menos del 9º grado (o hasta la secundaria)
<input type="radio"/>	<input type="radio"/>		Hasta el 12º grado, pero sin diploma (o hasta la preparatoria pero sin terminar)
<input type="radio"/>	<input type="radio"/>		Diploma de high school o equivalente
<input type="radio"/>	<input type="radio"/>		Algunos años de colegio o escuela superior
<input type="radio"/>	<input type="radio"/>		Certificado pero no la licenciatura
<input type="radio"/>	<input type="radio"/>		Licenciatura u otro titulo de postgrado <i>(por favor especifique)</i> _____
9. ¿Trabaja usted? Tiempo completo Part-time Como jornalero o migrante No trabaja
 ¿Su esposo(a) trabaja? Tiempo completo Part-time Como jornalero o migrante No trabaja
10. ¿Cuáles son los ingresos totales de su hogar, tomando en cuenta todas las fuentes de ingreso?

<input type="radio"/> Menos de \$11,490	<input type="radio"/> Entre \$11,490 y \$15,510	<input type="radio"/> Entre \$15,511 y \$19,350
<input type="radio"/> Entre \$19,351 y \$23,550	<input type="radio"/> Entre \$23,551 y \$27,570	<input type="radio"/> Entre \$27,571 and 31,590
<input type="radio"/> Entre \$35,591 y \$35,610	<input type="radio"/> Entre \$35,611 y \$39,630	<input type="radio"/> Más de \$39,630
11. ¿Cuántas personas viven en su casa? _____
12. ¿Tiene hijos menores de 5 años? Sí No Si es Sí, ¿cuántos tiene? _____
13. ¿Algunos de sus hijos menores de 5 años sufren de alguna discapacidad mental o física? Sí No
 Si su respuesta es Sí, ¿cuántos de ellos tienen alguna discapacidad? _____
14. ¿Cuáles de los siguientes servicios sociales recibe usted y/o algún miembro de su familia?

<input type="radio"/> Seguro medico <input type="radio"/> Seguro medico con cobertura familiar <input type="radio"/> Estampillas de comido (Lone Star) <input type="radio"/> Beneficios WIC (WIC=Mujeres con Niños Infantes) <input type="radio"/> TANF (TANF = Asistencia Temporal para Familias Necesitadas) <input type="radio"/> Medicaid <input type="radio"/> Seguro social <input type="radio"/> CHIP (CHIP=Programa de Seguro Medico para Niños)	<input type="radio"/> Su propia casa (no rentada) <input type="radio"/> Calentador en su casa <input type="radio"/> Aire acondicionado <input type="radio"/> Cocina completa <input type="radio"/> Drenaje <input type="radio"/> Servicio de teléfono <input type="radio"/> Una computadora en casa <input type="radio"/> Acceso al Internet
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15. ¿Cuáles de las siguientes amenidades tiene?

2013 HIDALGO COUNTY HEAD START COMMUNITY ASSESSMENT SURVEY

Vivienda publica (Public Housing)

Vehículo en casa

(Continua)

16. Si usted tiene vehículos en casa, ¿cuántos tiene? _____
Si no tiene, ¿Cuál es su método principal de transporte? Taxi Camión
 De "ride" con amigos y familiares Otro (especifique) _____
17. ¿Las inundaciones son un problema en el área donde vive? Sí No
18. ¿Cuáles son las cinco principales preocupaciones de su comunidad en su opinión?
- | | |
|--|--|
| <input type="checkbox"/> Crimen | <input type="checkbox"/> Falta de participación de los padres en la educación de los hijos |
| <input type="checkbox"/> Falta de seguro de salud | <input type="checkbox"/> Analfabetismo |
| <input type="checkbox"/> Desempleo | <input type="checkbox"/> Falta de viviendas buenas y al alcance |
| <input type="checkbox"/> Personas indocumentadas | <input type="checkbox"/> Falta de recursos para la reparación de viviendas |
| <input type="checkbox"/> El abuso a los menores | <input type="checkbox"/> Personas sin hogar |
| <input type="checkbox"/> El abuso a las esposas | <input type="checkbox"/> Falta de servicios públicos |
| <input type="checkbox"/> El abuso a los ancianos | <input type="checkbox"/> Falta de acceso a servicios de salud mental |
| <input type="checkbox"/> Divorcios | <input type="checkbox"/> El abuso de sustancias (alcohol, drogas, etc.) |
| <input type="checkbox"/> SIDA (HIV/AIDS) | <input type="checkbox"/> Discriminación por raza, etnia o sexo |
| <input type="checkbox"/> Embarazos en adolescentes | <input type="checkbox"/> Falta de accesos para discapacitados |
| <input type="checkbox"/> Adolescentes criminales | <input type="checkbox"/> Otro, por favor especifique _____ |
19. ¿Conoce usted si existen oportunidades de capacitación laboral en su comunidad? Sí No
20. ¿Conoce usted si existen otras oportunidades educacionales en su comunidad? Sí No
21. ¿Conoce usted de los servicios que ofrece el programa Head Start en su comunidad? Sí No
Si es Sí, ¿como supo del programa? Amigos Staff Radio, TV Folletos Otro
22. Si su(s) hijo(s) asisten al Head Start, ¿qué tan satisfecho está usted con el programa?
 Muy satisfecho Satisfecho Neutral Insatisfecho Muy insatisfecho
24. Si su(s) hijo(s) van o quisieran ir al Head Start ¿qué horario de programa prefiere usted que asistan?
 Medio día (8am-1pm) Día completo (8am-3pm) Extendido (8am-5pm)
24. ¿Conoce usted de otros servicios o programas similares que proveen oportunidades de cuidado de los niños/educativo para tus hijos en el condado de Hidalgo? Sí No
25. Con respecto a programas de salud, educación y nutrición, ¿que tan satisfecho esta usted con los recursos en su comunidad?
 Muy satisfecho Satisfecho Neutral Insatisfecho Muy insatisfecho
26. ¿Qué tipo de programas de capacitación le gustaría ver en su comunidad?
 Salud prenatal Cuidado de los niños Salud mental Interacción con niños Otro (especifique) _____
27. ¿Cuál es el código postal de donde usted vive? _____

Si tiene algún comentario adicional o sugerencia que quisiera compartir con nosotros, por favor escribala abajo.

MUCHAS GRACIAS POR SU COOPERACION