




Community Services of Northeast Texas, Inc.
Head Start
Policy Council Meeting
Tuesday, February 25, 2020 9:15 am
Linden Administrative Offices
304 East Houston
Linden, Texas


CALL TO ASSEMBLY


Please rise.

 **Pledge of Allegiance (US)** – *I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.*

 **Pledge of Allegiance (TX)** – *Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible.*

 **Community Action Promise** - *Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community, and we are dedicated to Helping People Help themselves and each other.*

 **Our CSNT Mission** – *CSNT applies all available strategies enabling Northeast Texas families to lead improved, empowered, and self-reliant lives.*

 **Our Head Start Vision** – *To provide a system of education and encouragement which results in school-readiness for young children and their families.*

Invocation

1. **Call Meeting to Order**
2. **Recognize New Policy Council Members**
3. **Establishment of Quorum**
4. **Approval of Agenda**
5. **Approval of Minutes for January 28, 2020**
6. **Presentations**
 - A. Texarkana Head Start Debra Jackson
 - B. Policy Council Question Bernadette Harris
7. **Reports**
 - A. **Financial Report** **Shelley Mitchell**
 - a. Head Start Financial Report February 2020
 - b. Credit Usage Report February 2020
 - c. CACFP Financial Report February 2020
 - B. **Head Start Director Report** **Bernadette Harris**
 - a. Head Start Report February 2020
 - b. PIR February 2020

Community Services of Northeast Texas, Inc.
Head Start
Policy Council Meeting
Tuesday, February 25, 2020 9:15 am
Linden Administrative Offices
304 East Houston
Linden, Texas

C. Executive Director Report

Dan Boyd

- 8. Committee Reports**
 - A. Appoint Committee Member(s)**
 - a. Appoint Policy Council Liaison
 - B. Committee Reports**
 - a. Self-Assessment Committee Meeting
- 9. Action Items**
 - A. Discuss and/or Approve Self-Assessment Results 2020**
- 10. Discussion Items**
 - A. Circle Assessment Data Winter 2020**
 - B. Frog Street Assessment Data Winter 2020**
 - C. School Readiness Performance Data Winter 2020**
 - D. Discuss Progress on Head Start Program Goals 2019-2020**
 - E. Discuss Progress on Parent, Family and Community Engagement 2019-2020**
 - F. Discuss School District Partnerships**
- 11. Audience Comments**
- 12. Executive Session**
 - A. Personnel**
 - 1. New hires and terminations**

Discussion with respect to any matter specifically made confidential by law or regulation. Topics may include, but are not limited to: Approval of new hires, terminations, and employee matters of a confidential nature.
- 13. Required Action from Executive Session**
- 14. Adjourn**

Community Services of Northeast Texas, Inc.
Head Start Policy Council Meeting Minutes
Tuesday, January 28, 2020 9:15 am
Linden Administration Offices
304 East Houston Street
Linden, Texas

PC Attendance	Campus	Title	Sep-19	Oct-19	Dec-19	Jan-20
Chairperson - Cecelia Huff			x		x	x
Vice Chairperson - Denise Hill			x			
Secretary - Latavius Jones			x			x
Brenda Swisher	Board Liaison/CC	Representative	x	x	x	x
Cecelia Huff	Bowie County	Representative	x	x	x	x
LaTronya Andrews	Atlanta	Representative	x			x
LaKetha Steger	Atlanta	Alternate				
Madeline McGill	Bloomburg	Representative	x			
Latoya Jones	Bloomburg	Alternate	x		x	
Peggy Peters	D/LS	Representative	x	x		x
Tiandra Lee	D/LS	Alternate				
Maria Bello	Hughes Springs	Representative	x			
Eva Reese	Hughes Springs	Alternate				
LaTrina Castleberry	Linden	Representative				
Maria Castillo	Linden	Alternate	x	x		
Denise Hill	Naples	Representative	x	x		
Nickie Carrillo	Naples	Alternate				
Candice Mendez	New Boston	Representative	x	x	x	
Madison Cooper	New Boston	Alternate				
Martavius "Lamont" Jones	Pittsburg	Representative	x			x
Chandra Sheppard Duffey	Pittsburg	Alternate				
Teresa Davis	Texarkana	Representative	x			
Jessica Chauncy	Texarkana	Alternate				

Others in attendance: CSNT Staff: Bernadette Harris, Charlotte Hall, Sarah Wilson, Susan Horner, Shirley Baker and Felicia Williams

1. Call to Order: The meeting was called to order by Cecelia Huff, Policy Council Chairperson at 9:25 am, January 28, 2020, in the Linden Administrative Conference Room.

2. Recognize New Policy Council Members: None

3. Establishment of Quorum:

Quorum was established with the following Policy Council Members present: Cecelia Huff, Martavius Jones, Peggy Peters, Brenda Swisher and LaTronya Andrews.

4. Approval of Agenda:

Members reviewed the agenda. Peggy Peters moved to accept the agenda as presented. This motion was seconded by Martavius Jones. The motion was put to a vote with a majority of members voting in favor of by signaling aye. The motion carried.

5. Approval of Minutes from December 3, 2019:

Martavius Jones moved to accept the minutes of the December 3, 2019 meeting as presented. The motion was seconded by Peggy Peters. The motion was put to a vote with a majority of members voting in favor of by signaling aye. The motion carried.

6. Presentations:

A. Naples Head Start – Felicia Williams

Felicia Williams, Naples Head Start, Campus Director/Family Service Worker presented a video on Little Red Hen.

B. Policy Council Question - Bernadette Harris

Ms. Huff asked the questions “What is School Readiness? How do we share School Readiness Data?”. The members answered the questions. Berny stated that she would start sending out a one page fact sheet each month.

7. Reports:

A. Financial Report

Bernadette Harris gave the report as presented.

B. Head Start Report

Bernadette Harris gave the Head Start Report as presented.

C. Executive Directors Report

None

8. Committee Reports:

A. Appoint Committee Members

a. School Readiness Committee Meeting:

Bernadette Harris reviewed items discussed at the School Readiness Committee Meeting.

b. ERSEA Committee Meeting:

Bernadette Harris reviewed items discussed at the ERSEA Committee Meeting.

c. Self-Assessment Committee Meeting:

The meeting will be held Wednesday, January 29, 2020.

9. Action Items:

None

10. Discussion Items:

A. Discuss Detailed Monitoring Results

Bernadette Harris reviewed the Detailed Monitoring Results as presented.

B. Discuss Progress on Program Goals 2019-2020

Bernadette Harris discussed the Program Goals as presented.

C. Discuss Progress on Parent, Family and Community Engagement Goals 2019-2020

Bernadette Harris discussed the Parent, Family and Community Engagement Goals as presented.

11. Audience Comments:

None

12. Executive Session:

Martavius Jones moved for Policy Council to go into Executive Session at 10:22 am.
Peggy Peters seconded the motion.

Discuss new hires, terminations, transfers and employee matters of a confidential nature.

Martavius Jones made a motion to come back into regular session at 10:25 am.
Peggy Peters seconded the motion.

13. Required Action from Executive Session:

A motion was made by Brenda Swisher to accept new hires, transfers, and terminations as presented. The motion was seconded by Peggy Peters. There was no discussion of the matter. The motion was put to a vote with a majority of members voting in favor of by signaling aye. The motion carried.

14. Adjourn:

A motion to adjourn was made by Brenda Swisher at 10:26 am. The motion was seconded by Martavius Jones.

Minutes Submitted by: Sarah Wilson

Minutes approved by:

FACTS

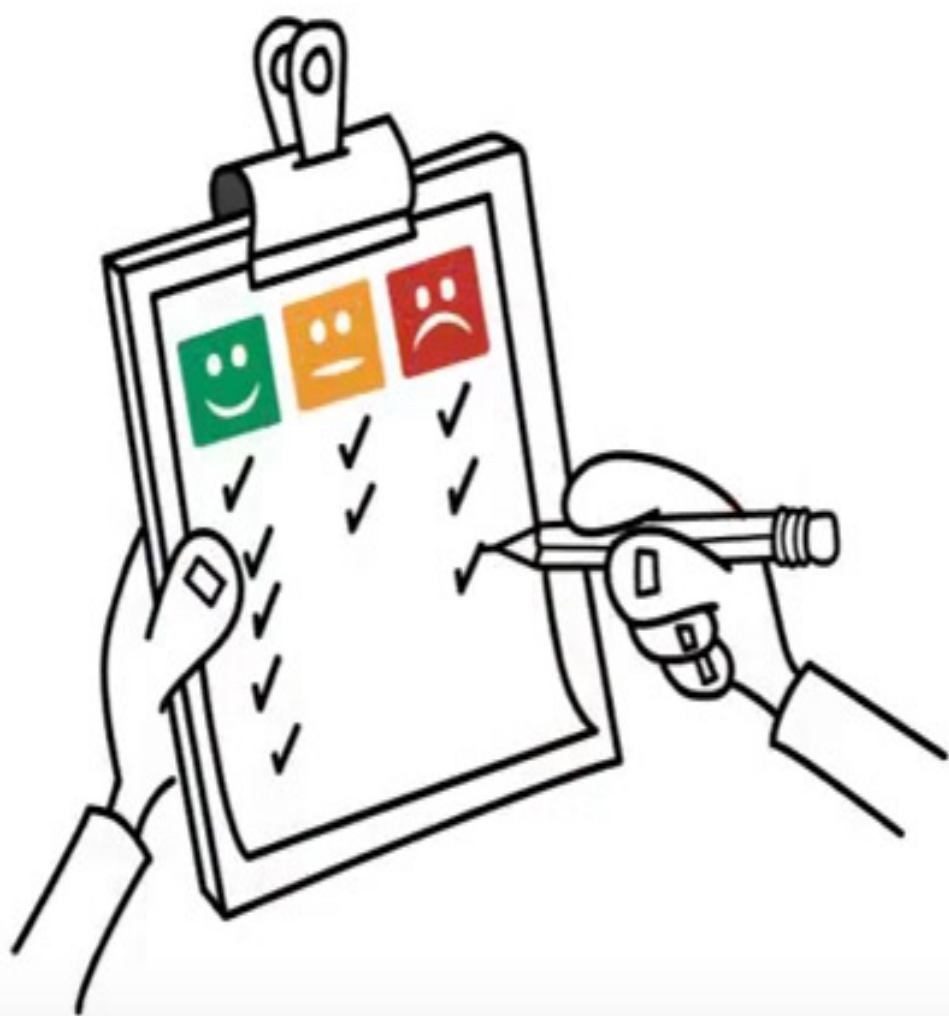
About Head Start Self-Assessment

WHAT IS THE HEAD START SELF-ASSESSMENT?



Self-assessment uses data from ongoing monitoring to evaluate the program's progress towards meeting goals, compliance with Head Start Program Performance Standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness.

WHY DO WE COMPLETE A SELF-ASSESSMENT?



The annual self-assessment provides Head Start programs with a mechanism for ensuring programs are doing the right things. It also gives programs a chance to identify and make necessary course corrections. Self-assessment requirements are addressed in achieving program goals, 45 CFR §1302.102(b)(2). This section describes self-assessment as a process for using data to monitor progress toward program goals, compliance with the Head Start Program Performance Standards (HSPPS), and effectiveness in promoting school readiness.

Head Start

Financial Report for the month of February 2020

(January 2020 Expenditures)

<u>Funding Source</u>	<u>Amount Funded</u>	<u>Expenditures</u>	<u>Total To Date</u>	<u>Balance</u>	<u>Monthly Budget</u>	<u>YTD Budget</u>	<u>(Over)/Under</u>
<i>12 month program ending 11-30-2020</i>							
Personnel	\$1,217,046.00	\$192,953.95	\$336,227.24	\$880,818.76	\$202,841.00	\$405,682.00	\$69,454.76
Fringe Benefits	\$304,262.00	\$54,711.96	\$109,971.04	\$194,290.96	\$50,710.33	\$101,420.67	(\$8,550.37)
Travel (4120)	\$22,150.00	\$1,738.22	\$3,060.70	\$19,089.30	\$3,691.67	\$7,383.33	\$4,322.63
Equipment	\$56,000.00	\$0.00	\$0.00	\$56,000.00	\$9,333.33	\$18,666.67	\$18,666.67
Supplies	\$125,055.00	\$10,034.98	\$12,497.26	\$112,557.74	\$20,842.50	\$41,685.00	\$29,187.74
Contractual	\$9,165.00	\$0.00	\$0.00	\$9,165.00	\$1,527.50	\$3,055.00	\$3,055.00
Facilities / Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (4120)	\$23,488.00	\$277.80	\$277.80	\$23,210.20	\$3,914.67	\$7,829.33	\$7,551.53
Other (4122)	\$208,266.00	\$49,919.97	\$93,030.62	\$115,235.38	\$34,711.00	\$69,422.00	(\$23,608.62)
Total	\$1,965,432.00	\$309,636.88	\$555,064.66	\$1,410,367.34	\$327,572.00	\$655,144.00	\$100,079.34
T&TA	\$45,638.00	\$2,016.02	\$3,338.50	\$42,299.50	\$7,606.33	\$15,212.67	\$11,874.17
Total							
USDA Reimbursements through December 2019							\$12,080.63
Estimated USDA Reimbursement for January 2020							\$15,143.25
							<u>\$127,303.22</u>
							Resulting (over)/under with USDA

* Total Over/Under without USDA

Accruals:

Actual year end payroll accrual \$10,500.00

Further Analysis	
Number of children	516
Number of classrooms	20

	<u>Amount Funded</u>	<u>Expenditures</u>	<u>Total To Date</u>	<u>Monthly Budget</u>	<u>YTD Budget</u>	<u>(Over)/Under</u>
Per Classroom	\$98,271.60	\$15,481.84	\$27,753.23	\$8,189.30	\$16,378.60	(\$11,374.63)
Per Child	\$3,808.98	\$600.07	\$1,075.71	\$317.41	\$634.83	(\$440.88)

IN-KIND (Non-Federal Share)				
	<u>Needed</u>	<u>This month</u>	<u>Total</u>	<u>Still need</u>
	\$491,358.00	\$132,052.80	\$254,637.74	\$236,720.26

Community Services of Northeast Texas, Inc.

Credit Usage Report

Board Report -February 2020

Capital One Credit Card

Purchases for December 2019		3,104.86
Payment due by 01/30/2020	Pd on 01/15/2020	<u>(3,104.86)</u>
Balance		-

Sam's Club

Purchases for		-
Payment due by	Pd on	<u>-</u>
Balance		-

Line of Credit

Program	CSBG B	VET Ser NOW	CEAP A
Highest January 2020 Balance	27,405.51	-	-
Current balance	26,916.78	-	-
Exp pay off date	3/31/2020		

In House Line of Credit

Program	CSBG B	CEAP B	VET Ser NOW
Highest January 2020 Balance	200.00	200.00	26,422.04
Current balance	200.00	200.00	26,422.08
Exp pay off date	3/31/2020	3/31/2020	???

TEXANA BANK LOANS



25200030 - 001044 - 0001 - 0002 - 7

CAPITAL ONE CARD SERVICES
CORPORATE CARD
PO BOX 60024
NEW ORLEANS LA 70160-0024



CAPITAL ONE, N.A.
CORPORATE CARD
P.O. BOX 60024
NEW ORLEANS LA 70160-0024



COMMUNITY SERVICES
CSNT INC
PO BOX 427
LINDEN TX 75563-0427

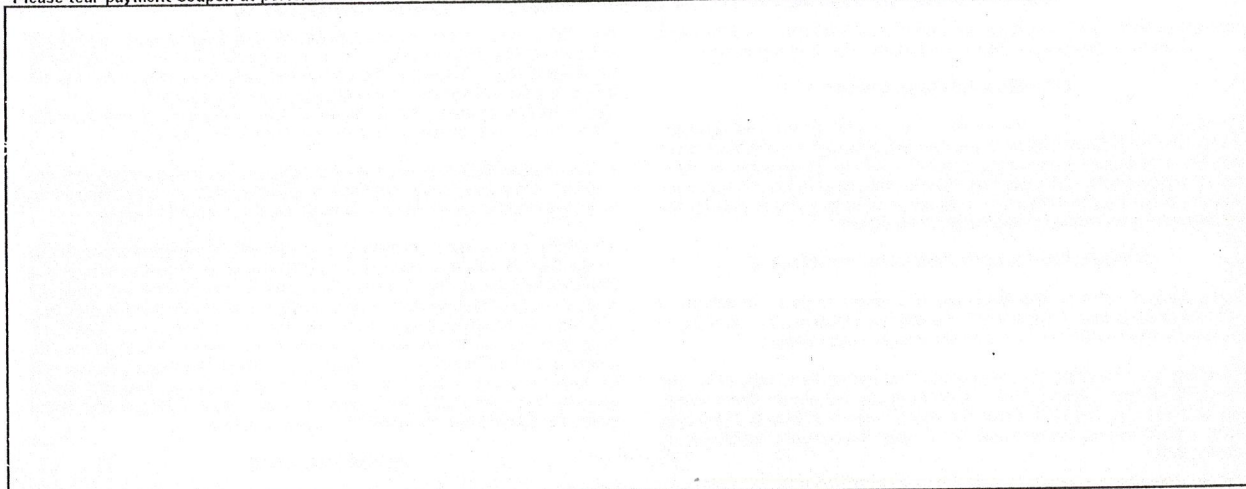
**T0000890

ACCOUNT NUMBER	XXXX XXXX XXXX 7041
PAYMENT DUE DATE	01-30-20
MINIMUM PAYMENT	\$3,104.86
NEW BALANCE	\$3,104.86

AMOUNT
ENCLOSED \$

07160258160119660290770031048603104869

Please tear payment coupon at perforation.

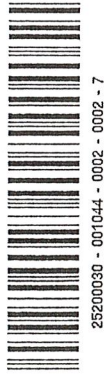


CORPORATE ACCOUNT SUMMARY

CORPORATE ACCOUNT NUMBER

XXXXXXXXXXXX7041

CLOSING DATE	01-05-20	PREVIOUS BALANCE	2,907.70
PAYMENT DUE DATE	01-30-20	PURCHASES AND OTHER CHARGES	3,104.86
CREDIT LIMIT	10,000	CASH ADVANCES	.00
AVAILABLE CREDIT		CREDITS	.00
FOR CUSTOMER SERVICE CALL:		PAYMENTS	2,907.70-
1-866-772-4497		LATE PAYMENT CHARGES	.00
SEND BILLING INQUIRIES TO:		CASH ADVANCE FEE	.00
CAP ONE COMMERCIAL		FINANCE CHARGES	.00
MASTERCARD		OVERLIMIT FEES	.00
P.O. BOX 84012		NEW BALANCE	3,104.86
COLUMBUS GA 31908-4012		MINIMUM PAYMENT DUE	3,104.86
		DISPUTED AMOUNT	.00



ACCT. NUMBER: xxxx xxxx xxxx 7041			
CREDIT LIMIT	10,000.00	CASH ADVANCE BALANCE	.00
NEW BALANCE	3,104.86	MINIMUM PAYMENT DUE	3,104.86
AVAILABLE CREDIT	6,895.14	PAYMENT DUE DATE	01-30-20

FINANCE CHARGE SUMMARY				
	<u>AVERAGE DAILY BALANCE</u>	<u>MONTHLY PERIODIC RATE</u>	<u>CORRESPONDING ANNUAL PERCENTAGE RATE</u>	<u>PERIODIC FINANCE CHARGE</u>
PURCHASES	\$0.00	0.9783%	11.74%	\$0.00
CASH ADVANCES	\$0.00	1.4992%	17.99%	\$0.00
ANNUAL PERCENTAGE RATE*: 11.74%				
Periodic rates may vary				
Number of days in billing cycle:				31
* Cash Advance Fees will cause the APR for Cash Advances & Checks to appear overstated.				

CORPORATE ACCOUNT ACTIVITY				
COMMUNITY SERVICES OF NORTHEAS xxxx-xxxx-xxxx-7041			TOTAL CORPORATE ACTIVITY \$2,907.70 CR	
Post Date	Trans Date	Reference Number	Transaction Description	Amount
12-24	12-24	75528029358221000790018	PAYMENT RECEIVED -- THANK YOU	2,907.70 PY

INDIVIDUAL CARDHOLDER ACTIVITY					
DAN LUCKY BOYD xxxx-xxxx-xxxx-6141		CREDITS \$0.00	PURCHASES \$3,104.86	CASH ADV \$0.00	TOTAL ACTIVITY \$3,104.86
Post Date	Trans Date	Reference Number	Transaction Description	Amount	
12-09	12-06	55310209340036239270944	THE FAIRMONT HOTEL DAL 3125658000 TX 23927094 ARRIVAL: 12-03-19	223.60 ✓	
12-09	12-06	55310209340036239270944	THE FAIRMONT HOTEL DAL 3125658000 TX 23927094 ARRIVAL: 12-03-19	581.04 ✓	
12-09	12-08	55432869342200584964293	SPRINGHILL SUITES GRAP GRAPEVINE TX 342004 ARRIVAL: 12-08-19	786.48 ✓	
12-12	12-10	75140519345900014200015	NATIONAL COMMUNITY ACT 202-8422092 DC	1,000.00 ✓	
12-16	12-13	55436879348273483866884	SHERATON ATLANTA GA 2432079 ARRIVAL: 12-09-19	513.74 ✓	

HEAD START NUTRITION PROGRAM

January 2020 Financial Report

For the month of January 2020

CACFP

	<u>Expenditures</u>	<u>Total To Date</u>
Operating Labor	\$ 6,577.73	26,600.82
Administrative Labor	1,109.42	4,225.62
Food	7,358.51	33,566.89
Supplies & Equipment	404.00	3,454.59
Purchased Services	-	0.00
Financial Costs	-	0.00
Media Costs	-	0.00
Operating Org Cost	-	150.00
Other	-	0.00
Total	<u>\$ 15,449.66</u>	<u>\$ 67,997.92</u>

TDHS REVENUE 15,143.25 59,418.64 (Income Starts October 2019)

CSNT Head Start Monthly Report

Program Year 01 2020

06CH011282/01

2020

CSNT HS Report
Revised 2/21/17

Attendance/Enrollment

	December	January	February	March	April	May	June	July	August	September	October	November
Funded Enrollment	516	516										
# additional students (partnerships)	9	11										
% with Special Needs	6%	7%										
ADA Funded Enrolled* (516)	516	516										
Enrollment (w/additional students)	525	527										
Present/ Absent	476/49	477/50										
* If below 85% (Why) -	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Non-Federal Share

\$965,823 \$711,175 \$254,648 74% Needed

	December	January	February	March	April	May	June	July	August	September	October	November
\$254,648	\$ 122,595	\$ 132,053										

Admin Expenditures (including non-federal share)

*Should not be above 15%	December	January	February	March	April	May	June	July	August	September	October	November
10%	\$ 37,765	\$ 98,536										

Meals/Reimbursements

	December	January	February	March	April	May	June	July	August	September	October	November
\$27,224												
# of service days	14	18										
# of meals served	5,496	6,924										
CACFP Reimbursement	\$ 12,081	\$ 15,143										

Program Monitoring

	December	January	February	March	April	May	June	July	August	September	October	November
# Child Files Reviewed	195	195										
# Classrooms Observed	42	47										
Incomes Verified	15	6										
# Parents Interviewed	20	4										
# of Staff interviewed	0	18										
# Bus Routes Observed	3	1										
# Staff Files Reviewed	5	0										
# Community Contacts	11	68										
# of Findings Corrected	38	22										

Annual Self-Assessment Findings

Date: Week of 2/18/2020 Completed 0/00/00

	December	January	February	March	April	May	June	July	August	September	October	November
# of findings	2	3										
# findings corrected	2	0										
# findings remaining	0	3										

Annual Detailed Monitoring Findings

Week of 1/17/2020 Completed 0/00/00

	December	January	February	March	April	May	June	July	August	September	October	November
# of findings	7	9										
# findings corrected	7	2										
# findings remaining	0	7										

Program Updates

Preparing for Spring Activities
IM-HS-20-01 Inclusion of Children with Disabilities
PI-HS-20-01 Head Start Service Duration

[View the web version](#)

[Go to ECLKC](#)



U.S. Department of Health & Human Services Administration for Children & Families



OFFICE OF HEAD START

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-20-01	2. Issuance Date: 01/22/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start and Early Head Start; Children with Disabilities; Inclusion	

TO: All Head Start and Early Head Start Agencies and Delegate Agencies

SUBJECT: Inclusion of Children with Disabilities

ABSTRACT:

This Information Memorandum (IM) highlights requirements in the Head Start Program Performance Standards (HSPPS) related to the inclusion of children with disabilities and delays. It includes a list of free resources for grantees' use in implementation efforts.

BACKGROUND:

Head Start and Early Head Start programs are required to ensure that at least 10% of enrollment slots are occupied by children with disabilities. In fact, Head Start's founders and early pioneers recognized that both children with and without disabilities would benefit from participating together in the same classrooms. Since 1972, over 3 million children with disabilities have fully participated in Head Start.

The 2016 HSPPS provide additional specificity regarding the inclusion of children with disabilities within Head Start and Early Head Start programs. Additionally, at [45 CFR §§1302.62](#) and [1302.60](#), the HSPPS explicitly require that every effort be made to include and provide services to children identified with delays or suspected delays, even if they are not eligible for services under Individuals with Disabilities Education Act (IDEA).

Section [640\(d\)\(1\)](#) of the Head Start Act defines the term "child with a disability" as:

- A child with a disability, as defined in section 602(3) of IDEA
- An infant or toddler with a disability, as defined in section 632(5) of such Act

INFORMATION

Grantees often have questions regarding the requirement that 10% of slots be occupied by children with disabilities. The following information reminds grantees of specific HSPPS requirements for services to children with disabilities.

Enrollment of Children with Disabilities

Each Head Start grant must include a minimum of 10% of all slots occupied by children with disabilities. This requirement helps ensure programs recruit children who are already identified as eligible for IDEA services prior to entering Head Start or Early Head Start, and accurately screen and refer for evaluation any children who may benefit from early intervention, special education, or related services. If a child is found eligible for services under IDEA, they are counted as a Head Start child with a disability even if they have not begun receiving the special

education or related services for which they were determined eligible.

When a Head Start agency operates two different Head Start or Early Head Start grants in adjoining counties, or enrolls children from birth to 5, it should be vigilant in analyzing data. The grantee must ensure, across its programs and grants, that all children with potential disabilities are being identified and evaluated so that early intervention, special education, or related services are being provided as necessary.

For example, a birth to 5 program could report that 12% of enrolled children are children with disabilities, with none of the enrolled infants and toddlers receiving IDEA services. Such a program would need to consider the recruiting, screening, and referral process for infants and toddlers to identify the cause of this difference and ensure that at least 10% of its enrolled infants and toddlers are eligible for services under IDEA.

Many programs will find that significantly more than 10% of enrolled children are eligible for services under IDEA. If, however, after exhaustive efforts, programs cannot meet the requirement, they may request a waiver from their Regional Office.

Timing

Nearly half of the children with disabilities in Head Start and Early Head Start are diagnosed after they enroll in the program. This usually occurs through Head Start and Early Head Start screening or the ongoing assessment and referral process. It takes time to refer children to the agency responsible for conducting evaluations under IDEA, schedule Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) meetings, and identify providers. Therefore, the Office of Head Start expects that programs may be midway through the program year (January, for many programs) before reaching the 10% requirement.

If programs are monitored prior to the mid-point, data from the previous year is reviewed. If it is past the middle of the program year and determinations are still pending for children who were referred for evaluation, monitoring teams will look at the number of evaluations pending and when the referrals were made in determining compliance.

Engaging Parents

Head Start programs must work with parents to ensure they understand their right to obtain an evaluation, the benefit of receiving services as early as possible, and their ability to participate in decisions about their children including where services should be delivered. Engaging parents early on and empowering them to advocate for their child's services is imperative to obtaining services during Head Start or Early Head Start enrollment and as the child transitions to kindergarten and beyond.

Children may need to receive IDEA services at another site. When this occurs, careful planning of the child's transition to and from each program is established. The time away from Head Start or Early Head Start is minimized to ensure receipt of comprehensive services.

Distribution of Children with Disabilities Throughout the Program

There is no regulation stipulating the number of children with disabilities who should be in each classroom. The following elements can all influence how many children with disabilities are in a particular room:

- Children's needs
- Staff capacity
- Availability of early intervention, special education, and related service providers
- Number of children identified as having disabilities after enrollment

Programs must ensure staffing is sufficient to ensure safe, nurturing environments and individualized teaching and learning for all children.

Settings need to be inclusive. If the classroom is predominantly comprised of children with disabilities, it may be a de facto special education classroom rather than a classroom inclusive of children with and without disabilities.

Children with Delays Not Eligible Under IDEA

Children with a suspected delay who are referred for evaluation may not always qualify for services under IDEA even though they have a developmental delay in one or more areas. These children are not counted as part of the program's 10% as they do not meet the statutory requirement as children eligible for services under IDEA. However, Head Start and Early Head Start programs must ensure the individualized needs of all children are being met and all children have access to and are able to fully participate in the full range of activities and services. In some situations, program funds may be used to provide additional support, materials, or accommodations. Individualized services and support may also be available through the child's health insurance.

504 Plans

Section 504 of the Rehabilitation Act requires a "504 Plan" be established by the local education agency responsible for implementing IDEA for an eligible child. A 504 Plan defines, in writing, the protection from discrimination and necessary accommodations or services for children who have special needs but who do not qualify under IDEA. A child who scores within typical ranges but needs physical accommodations, such as a weighted spoon or a standing table to fully access the program, could be an example. Other frequent accommodations under a 504 Plan are the ability to stand while working, sit near the teacher, or take more breaks. It is different than an IEP or an IFSP, which always includes specific special education and related services, such as speech or occupational therapy or itinerant special education services in addition to accommodations.

Head Start programs must protect all children from discrimination and make accommodations as necessary to fully include them in the program. 504 Plans are not required to implement these requirements. If a child enters Head Start with an established 504 Plan, or one is obtained during the child's enrollment, the program must ensure the plan is fully implemented.

While Head Start programs are expected to provide such supports to all children in need, it can be helpful for eligible children to have 504 Plans established as they transition to kindergarten to ensure continued success.

For All Children

Programs are required to screen children, conduct ongoing assessment, partner with families to support them as advocates for their own children, consult with specialists as necessary, help children and families obtain additional services as appropriate, and take all possible steps to ensure each child's full participation in the program.

Resources for Including Children with Disabilities or Delays

- [Inclusion Webinars](#)
- [Supporting Interactions for Children with Disabilities or Suspected Delays](#)
- [SpecialQuest: Including Infants and Toddlers with Disabilities](#)
- [Children with Disabilities](#)
- [Infographic: Young Children with Special Needs](#)

If you have any questions regarding inclusion, please contact your Regional Office. Thank you for all you do to serve the most vulnerable children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron

Director

Office of Head Start

Office of Early Childhood Development

Office of Head Start (OHS) | 330 C Street, SW | 4th Floor Mary E. Switzer Building | Washington, DC 20201
<https://eclkc.ohs.acf.hhs.gov> | 1-866-763-6481 | Contact Us

You are receiving this email because you are signed up for Office of Head Start communications. If you prefer not to receive

emails of this sort in the future, you can unsubscribe here. You also may modify your ECLKC email subscriptions. Recipients subscribed through the Head Start Enterprise System (HSES) must be removed from HSES by their program or office.

Please do not reply to this email. Contact customer service for additional support.

The U.S. Department of Health and Human Services' Secretary Azar Lowers Head Start Service Duration Requirement to 45%

ACF-PI-HS-20-01

ACF Administration for Children and Families	U.S. (UNITED STATES) DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log Number: ACF-PI- HS-20-01	2. Issuance Date: 01/30/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start Service Duration; Duration Requirements	

PROGRAM INSTRUCTION

TO: Head Start and Early Head Start Grantees and Delegate Agencies

SUBJECT: The U.S. Department of Health and Human Services' Secretary Azar Lowers Head Start Service Duration Requirement to 45%

INSTRUCTION:

This Program Instruction (PI) notifies programs that the U.S. Department of Health and Human Services' (HHS) Secretary has exercised his authority under Head Start Program Performance Standard 45 CFR §1302.21(c)(3)(ii) </policy/45-cfr-chap-xiii/1302-21-center-based-option> to lower the requirement that a program provide 1,020 hours of planned class operations by August 1, 2021, from 100% of center-based funded enrollment to 45%.

Head Start Center-based Service Duration Requirement

The final rule at 45 CFR §1302.21(c)(2)(iv) states a program must provide 1,020 annual hours of planned class operations over at least eight months per year for 100% of its center-based funded enrollment by August 1, 2021.



The final rule also includes a provision that allows the Secretary to lower the percentage of Head Start center-based slots that must operate at 1,020 annual hours (45 CFR §1302.21(c)(3)(ii)). This decision must be based on an assessment of the availability of sufficient funding to mitigate a substantial reduction in Head Start-funded enrollment.

The Secretary has determined that current Head Start appropriations are not sufficient to support the requirement for 100% of each Head Start program's center-based slots to operate for 1,020 annual hours. It was concluded that if the 100% requirement goes into effect without additional funding, it will result in a substantial reduction in Head Start center-based slots. Therefore, to mitigate a substantial reduction in children served, the requirement is lowered to 45%. Lowering the 1,020 annual hour requirement from 100% to 45% of center-based funded enrollment slots reflects prior Congressional appropriations. The most recent appropriations allowed Head Start programs operating less than 45% of center-based slots at 1,020 hours to apply for funding to increase service duration so that up to 45% of their center-based slots operate for 1,020 hours.

Programs may elect to provide 1,020 annual hours of planned class operations for more than 45% of their center-based funded enrollment. We believe lowering the requirement to 45% affords programs more flexibility to meet the needs of their communities.

Waiver of 45% Service Duration Requirement

Programs may request a waiver of the 45% service duration requirement. In order to receive a waiver, a program must demonstrate that their proposed program design effectively supports children's development and progress in early learning outcomes and better meets the needs of their community (45 CFR §1302.24 </policy/45-cfr-chap-xiii/1302-24-locally-designed-program-option-variations>). If the waiver of the 45% service duration requirement is approved, or in the case of a double session variation, a program must meet the requirements described in 45 CFR §1302.21(c)(2)(i) or (ii).

The Federal Register notice <<https://www.federalregister.gov/documents/2020/01/30/2020-00635/secretarial-determination-to-lower-head-start-center-based-service-duration-requirement>> announcing this determination with additional details is available for review. If you have questions regarding this [PI \(program instruction\)](#), please contact your Regional Office.


⤴
Top

Thank you for the work you do on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development

See PDF Version of Program Instruction:

The U.S. Department of Health and Human Services' Secretary Azar Lowers Head Start Service Duration Requirement to 45% 

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pi/downloads/acf-pi-hs-20-01.pdf> [PDF, 104KB]

Historical Document

PIR Snapshot	Total	Percentage
Report: Head Start PIR Snapshot (Grid)		
PIR: Head Start 2019-2020		
Section: a. Total Funded Enrollment		
Number of enrollment slots that the program is funded to serve.	516	100%
Section: b. Funded Enrollment by Program Option		
Center-Based	516	100%
Home-Based	0	0%
Combination	0	0%
Family Child Care	0	0%
Locally Designed	0	0%
Section: c. Detail - Center-based Funded Enrollment		
Center-based Part Day (4 days per week)	0	0% of Center-based Total
Center-based Full Day (4 days per week > 6 Hours per Day)	0	0% of Center-based Total
Center-based Part Day (5 days per week)	516	100% of Center-based Total
Center-based Full Day (5 days per week > 6 Hours per Day)	0	0% of Center-based Total
Section: d. Total Cumulative Enrollment		
Actual number of children served by the program throughout the entire year, inclusive of enrollees who left during the program year and the enrollees who filled those empty places. Due to turnover, more children and families may receive Head Start services cumulatively throughout the program year (all of whom are reported in the PIR) than indicated by the funded enrollment numbers.	576	100% of participants
Section: e. Participants By Age		
Two Years Old	0	0% of cumulative enrollment
Three Years Old	258	44.79% of cumulative enrollment
Four Years Old	318	55.21% of cumulative enrollment
Five Years Old and Older	0	0% of cumulative enrollment
Section: f. Homelessness Services		
Total Number of children experiencing homelessness that were served during the enrollment year	39	6.77% of cumulative enrollment
Section: g. Foster Care		
Total number of enrolled children who were in foster care at any point in the program year	20	3.47% of cumulative enrollment
Section: h. Prior Enrollment of Children		
Second Year	161	27.95% of cumulative enrollment
Three (or more) Years	0	0% of cumulative enrollment
Section: i. Ethnicity		
Hispanic or Latino Origin	98	17.01% of cumulative enrollment
Non-Hispanic or Non-Latino Origin	478	82.99% of cumulative enrollment
Section: j. Race		
American Indian or Alaska Native	3	0.52% of cumulative enrollment
Asian	6	1.04% of cumulative enrollment
Black or African American	276	47.92% of cumulative enrollment
Native Hawaiian or Pacific Islander	1	0.17% of cumulative enrollment
White	183	31.77% of cumulative enrollment
Biracial or Multi-Racial	61	10.59% of cumulative enrollment

Other Race	46	7.99% of cumulative enrollment
Unspecified Race	0	0% of cumulative enrollment

Section: k. Language

English	526	91.32% of cumulative enrollment
Spanish	47	8.16% of cumulative enrollment
Central American, South American, or Mexican Languages	0	0% of cumulative enrollment
Caribbean Languages	0	0% of cumulative enrollment
Middle Eastern or South Asian Languages	0	0% of cumulative enrollment
East Asian	0	0% of cumulative enrollment
Native North American or Alaska Native Languages	0	0% of cumulative enrollment
Pacific Island Languages	0	0% of cumulative enrollment
European or Slavic Languages	0	0% of cumulative enrollment
African Languages	0	0% of cumulative enrollment
Other Languages	0	0% of cumulative enrollment
Unspecified Language	3	0.52% of cumulative enrollment

Section: l. Health Services

Children With Health Insurance At Start of Enrollment	548	63.54% of cumulative enrollment
Children With Health Insurance At End of Enrollment	366	63.54% of cumulative enrollment
Children With A Medical Home At Start of Enrollment	538	93.4% of cumulative enrollment
Children With A Medical Home At End of Enrollment	227	39.41% of cumulative enrollment
Children With up-to-date Immunizations or all possible immunizations to date, or exempt at start of enrollment	565	98.09% of cumulative enrollment
Children With up-to-date Immunizations or all possible immunizations to date, or exempt at end of enrollment	539	93.58% of cumulative enrollment
Children with a dental home at start of enrollment	524	90.97% of cumulative enrollment
Children with a dental home at end of enrollment	227	39.41% of cumulative enrollment

Section: m. Disability Services

Children with an Individualized Education Program (IEP), indicating they were determined eligible to receive special education and related services	35	6.08% of cumulative enrollment
---	----	--------------------------------

Section: n. Family Services

Total Number of Families	539	100% of total families
Families Who Received at Least One Family Service	327	60.67% of total families

Section: o. Specific Services

Emergency or Crisis Intervention	18	3.34% of total families
Housing Assistance	13	2.41% of total families
Mental Health Services	2	0.37% of total families
English as a Second Language (ESL) Training	11	2.04% of total families
Adult Education	47	8.72% of total families
Job Training	13	2.41% of total families
Substance Abuse Prevention	2	0.37% of total families
Substance Abuse Treatment	1	0.19% of total families
Child Abuse and Neglect Services	5	0.93% of total families
Domestic Violence Services	2	0.37% of total families
Child Support Assistance	6	1.11% of total families
Health Education	276	51.21% of total families
Assistance to Families of Incarcerated Individuals	2	0.37% of total families
Parenting Education	278	51.58% of total families
Relationship or Marriage Education	7	1.3% of total families



CSNT Head Start Program

2020 Self-Assessment Report - Draft

Date: 2-5-20

Section 1. Introduction

Program description

Head Start is one of several programs offered through the community action agency, Community Services of Northeast Texas, Inc. (CSNT). CSNT Head Start has been providing services to children in Northeast Texas since the 1960s. The program offers Head Start services to eligible 3-4 year olds in Bowie, Camp, Cass, and Morris Counties. All of the 29 Head Start classrooms are in partnerships with local education agencies. The program works closely with other resources in the communities where the classrooms are located. Total Funded enrollment for FY20-PY01 was 516 and enrollment is 516 at this point in PY01. Actual enrollment for PY01 was an average of 526; and the previous grant year was an average of 522. CSNT Head Start is able to serve more children than the funded enrollment due to partnerships with local education agencies.

CSNT Head Start Program has (3) broad goals for Grant #06CH011282 five-year grant project period.

Goal 1: Strengthen comprehensive health services for Head Start children and their families.

Goal 2: Provide comprehensive school readiness.

Goal 3: Increase parent involvement in the Head Start Program.

Context for Self-Assessment

1. Prior to this year's Self-Assessment, the Management team was trained on "Head Start A to Z: Self-Assessment." The Team discussed the Self-Assessment process focusing on progress in obtaining program goals, program systems, and program data instead of checking boxes for compliance.
2. The Management Team took the old Self-Assessment process and split it into two separate sections:
 - a. Detailed Monitoring is implemented as part of the On-Going Monitoring System to add a layer of monitoring that includes the creation of up to (5) teams made-up of Administrative, management, and Campus staff as well as parents, policy council and governing board members, and community partners, where applicable. These teams monitor the program for areas of strength, weaknesses, and non-compliances. They also provide recommendations as part of their reports. The teams complete on-site visits, documents reviews, and interviews. A summary of the team findings becomes a part of the Self-Assessment Team data packets.
 - b. Self-Assessment Teams analyze progress made on program goals/objectives as well as strengths and weaknesses of management systems. There are (4) teams with up to five members on each team. Team Leaders are program staff with experience in the areas being surveyed. Program data is collected throughout the grant project period and is examined by members of each team. Teams document systemic strengths along with any weaknesses. They also make recommendations concerning systemic issues and document any areas of innovation within the program.
3. Information from monitoring summaries are provided to the Self-Assessment Teams including Management Team Assessments and progress reports on program goals/objects. The Self-Assessment Teams analyze the program data along with child assessment data, CLASS data, and any other relevant data to develop conclusions for each area of the program. Their findings are presented to the Self-Assessment Committee for approval.
4. After the Self-Assessment Committee approves a final Self-Assessment Report, it is presented to the Policy Council and Governing Board for approval. Input from the Governing Board and the Policy Council occur when members of the Governing Board and Policy Council serve as members of a Self-Assessment Team and as part of the Committee.
5. Upon approval by the governing bodies, the program begins developing strategies on how to implement any changes into the program. Recommendations on any changes to the program goals/objectives are discussed during the Strategic Planning Committee Meeting. These changes become part of the program goals/objectives at that time.

SA Teams	Questions to Consider
<p>Team One: Program Governance/ Program Management/ Financial And Administrative Requirements/ Human Resources</p>	<ol style="list-style-type: none"> 1. Does the Board & PC have the required composition and representation? 2. Has training been provided throughout the program, as required? 3. Does the program’s Personnel Policies meet the requirements including a standard of conduct? 4. Does the program meet the background check requirements? 5. Does the program meet the requirements for staff professional development, health & wellness, and safety? 6. Does the program meet the requirements for management systems? 7. Is the program meeting financial and administrative requirements?
<p>Team Two: Comprehensive Health Services/ Safety</p>	<ol style="list-style-type: none"> 1. Does the program collaborate with parents as partners in health? 2. Does the program meet the requirements for up-to-date child health status? 3. Does the program implement safety practices?
<p>Team Three: Early Childhood Education & Development/ CLASS/ Additional Disability Services</p>	<ol style="list-style-type: none"> 1. Do teaching practices meet the requirements? 2. Does the program implement dual-language instruction? 3. Does the program’s curriculum meet the requirements? 4. Does the program utilize child assessment data to determine strengths for children? 5. Do classrooms have a variety of age-appropriate materials that are changed on a regular basis? 6. Does the program recognize parents’ roles in their child’s education? 7. Have CLASS scores for the Program improved? 8. Does the program meet the requirements for additional services for children with disabilities?
<p>Team Four: Family & Community Engagement – ERSEA/ Transition/ Program Structure</p>	<ol style="list-style-type: none"> 1. Does the program have a Community Assessment that meets the requirements and is it updated at least every (4) years? 2. Does the program have an approved selection criteria that meets the requirements of the HSPPS? 3. Are integrated parent and family engagement strategies implemented into all systems and program services? 4. Did the program reach 10% of its funded enrollment as children with disabilities by the end of the program year? 5. Does the program implement a research-based parent curriculum? 6. Does the program implement a transition process for children coming into and out of Head Start as required?

Section 2. Methodology

Date	Action	Purpose
11/12/2019	<i>Detailed OGM Leadership Meeting</i>	<ul style="list-style-type: none"> • <i>Update 2020 Detailed Monitoring Process</i> • <i>Create 2020 Self-Assessment Implementation Plan</i>
11/22/2019	<i>Detailed Monitoring Training Sessions</i>	<ul style="list-style-type: none"> • <i>Training – Detailed Monitoring Orientation and Team Training</i> • <i>Each Team Member is trained on confidentiality</i>
1/17/2020	<i>Detailed OGM Meeting</i>	<ul style="list-style-type: none"> • <i>Discuss Detailed OGM Results</i> • <i>Approve Detailed OGM Summary</i>
1/29/2020	<i>Self-Assessment Committee Meeting</i>	<ul style="list-style-type: none"> • <i>Training on SA Process</i> • <i>Discuss Proposed 2020 Self-Assessment Implementation Plan</i> • <i>Approve 2020 Self-Assessment Implementation Plan</i>
1/29/2020	<i>Self-Assessment Team Meeting</i>	<ul style="list-style-type: none"> • <i>Self-Assessment A to Z Team Training (including roles and responsibilities)</i> • <i>SA Team Break-out Sessions</i>
2/18/2020	<i>Self-Assessment Committee Meeting</i>	<ul style="list-style-type: none"> • <i>Approve 2020 SA Program Report</i>
<i>Before 5/31/2020</i>	<i>Final Step in Self-Assessment Process</i>	<ul style="list-style-type: none"> • <i>Policy Council and Governing Board approval of SA Report</i> • <i>Submit To Regional Office with Grant</i>

Section 3. Key In-Sights

Strengths

- ✓ CSNT Head Start Governing Board and Policy Council members serve on Head Start Committees throughout the Program Year. This helps members of each entity gain a deeper understanding of all aspects of the Head Start Program. Training provided at each meeting also helps members comprehend their roles and responsibilities.
- ✓ CSNT Head Start utilizes technology to gather and analyze large amounts of data from the program. Database systems are implemented to assist with this effort. Program data is tracked and monitored for accuracy on a regular, on-going basis. On-going Monitoring is a key element in CSNT Head Start's effort to provide high-quality services to children and families. Management Systems are implemented that track and create reports that assist staff in making informed and knowledgeable decisions based on accurate information.
- ✓ Health and dental services are key to children's health and well-being. CSNT Head Start has partnered with local dentists to provide dental clinics at local Campuses to assist children in receiving needed dental check-ups and follow-ups. CSNT Head Start promotes wellness throughout the program including adding health supplies as part of transition bags that children receive as they transition into and out of the Head Start Program.
- ✓ CSNT Head Start implements a state-adopted, research-based early childhood curriculum that meets or exceeds the Head Start Early Learning Outcomes Framework and the Texas Pre-K Guidelines. Head Start services are provided in partnership with local public school districts in all (9) of the Head Start locations throughout the four county service area. In each classroom, Head Start and State Guidelines are followed creating high quality services for each child and family.
- ✓ All CSNT staff receive systematic, on-going training on a regular basis. Staff are encouraged and assisted in gaining the required education and/or certifications needed to perform their jobs. Management staff are instrumental in providing college-level, classroom-based training to Head Start staff. The Family Development Credentialing Course is one of these trainings. After completing this course, staff obtain their Family Service Credential.
- ✓ All CSNT children receive standardized and structured assessments three times per year. These assessments provide ongoing, individualized data that aligns with the Head Start Early Learning Outcomes Framework and the Texas Pre-Kindergarten Guidelines. Teachers are able to create

reports from these assessments that indicate a child’s progress in each of the areas designated by Head Start. The teachers as wells as parents and other Head Start staff utilize these reports.

Systemic Issues

- ✓ Search for methods to reach 10% disability funded enrollment by the end of December (45 CFR §1302.14(b))
- ✓ Create a defined process for identifying risks and maintaining cost-effective insurance for those identified risks (45 CFR §1303.12)
- ✓ Complete child dentals and physicals within the required timeframe (45 CFR §1302.42(b)((1-2))

Innovations

- ✓ CSNT Head Start implements a Family Service Credentialing program. The Family Service Administrator is a certified Family Service Credential Trainer. CSNT Family Service Workers can attend classes that lead to a Family Service Credential.
- ✓ CSNT Head Start holds dental clinics at the Campuses during the school year. This supports families in completing their child’s six-month dental. Children stay compliant with their dentals and dental problems are resolved before they become serious.
- ✓ CSNT Head Start uses spot screeners for children’s vision acuity. These devices detect additional vision issues that cannot be detected using distance visual acuity. Vision referrals increased when using the spot screener than in the previous year.

Progress in Meeting our goals and objectives

Goals		Objective(s)
<u>GOAL ONE:</u> Strengthen comprehensive health services for Head Start children and their families.		78% of parents will obtain health requirements.
Completion Rate	78%	
<u>GOAL TWO:</u> Provide comprehensive school readiness.		60% of children will name upper and lowercase letter
Completion Rate	40%	
<u>GOAL TWO:</u> Provide comprehensive school readiness.		75% of children will sequence count to 50
Completion Rate	46%	

GOAL TWO: Provide comprehensive school readiness.		.5% Increase in CLASS Emotional Support .5% Increase in CLASS Classroom Organization .2% Increase in CLASS Instructional Support
Completion Rate	ES .14% Increase CO .2% Decrease IS .75% Decrease	
GOAL THREE: Increase parent involvement in the Head Start Program.		35% of parents will be involved in their child's education.
Completion Rate	44%	

Recommendations

These recommendations encompass the categories of progress on goals and objectives, systemic issues, and/or innovations.

- Add a statement in the Governing Board By-laws stating that Governing Board composition will adhere to the requirements and regulations set forth by each program.
- Provide staff with a better understanding of Special Education protocols and proper communication in ARD Meetings
- Provide FSWs with a schedule that focuses more time on parent engagement (motivating parents to attend Campus activities and return proper documents)
- All documents need to be completed properly, no areas left blank, and information uploaded into the Child Plus System
- Create a shared file on the P-Drive for Human Resources and Program Management to share copies of documents
- Discuss a child's transition with parents at the last parent meeting before the end of the school year
- Create a more detailed partnership with the Early Head Start Program in Texarkana

Governing Board Approval: (_____)

Policy Council Approval: (_____)



This data reflects demographic information on the students who participated in this assessment session.

Total Students Participating:	377
--------------------------------------	------------

Students Age

Three Year Old :	38%	Four Year Old:	62%
-------------------------	------------	-----------------------	------------

Gender

Male:	48%	Female:	52%
--------------	------------	----------------	------------

Race

White: 42%	Black/African American: 33%	Two or more: 14%
	Other: 11%	Not Specified: 0%

Language*

English: 91%	Spanish 9%	Unknown: 0%
-------------------------------	-----------------------------	------------------------------

Disabilities

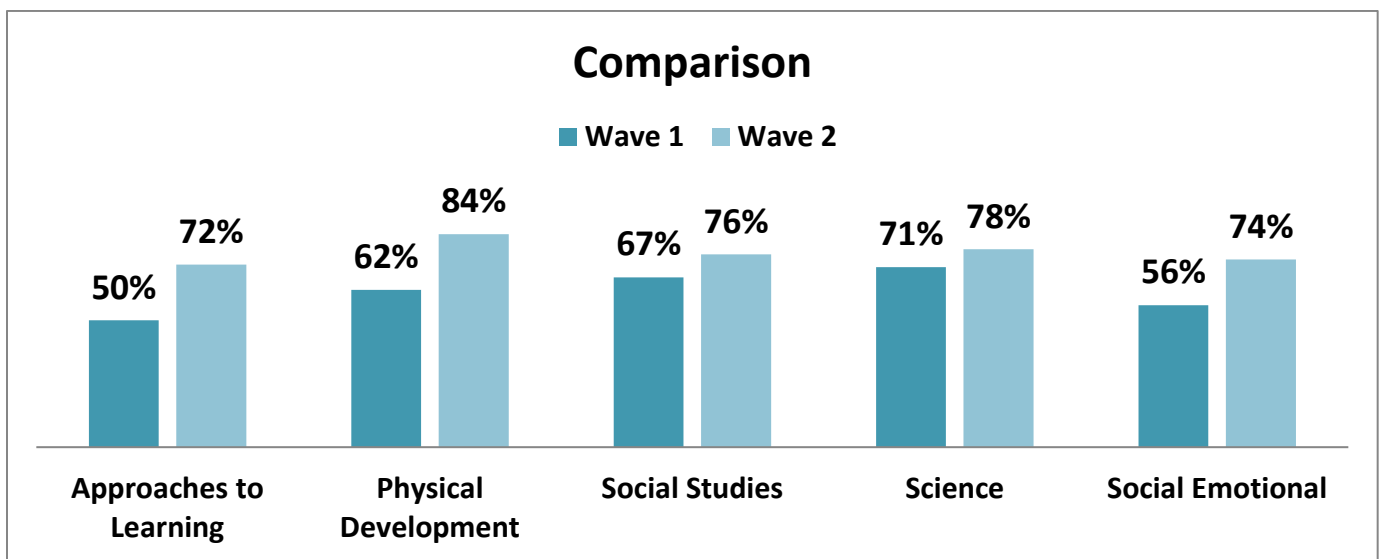
Yes:	7%	No:	93%
-------------	-----------	------------	------------

CSNT Head Start

CIRCLE Assessment Wave 2

Program Report 2019-2020

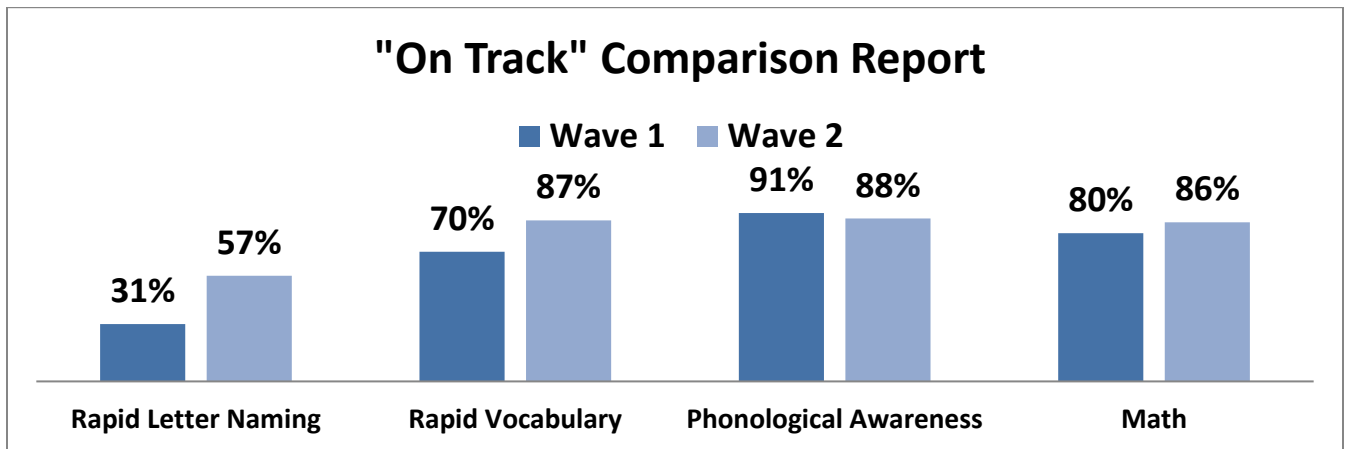
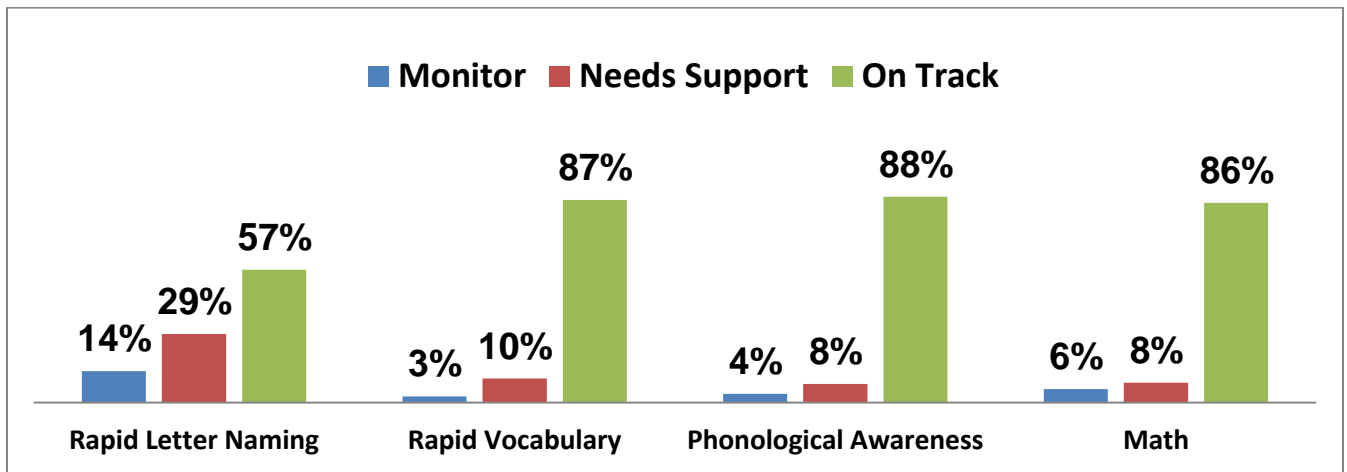
Head Start Campus	Approaches to Learning	Physical Development	Social Studies	Science	Social Emotional
Atlanta	65%	79%	77%	79%	72%
Bloomburg	88%	100%	74%	75%	91%
Daingerfield	48%	58%	85%	90%	54%
Hughes Springs	78%	86%	73%	78%	77%
Linden	74%	86%	73%	76%	79%
Naples	72%	79%	65%	68%	69%
New Boston	75%	97%	83%	81%	72%
Pittsburg	77%	85%	79%	80%	80%
Average Total %	72%	84%	76%	78%	74%



Total percentage represents average of correct responses for each domain.

CSNT Head Start Circle Assessment Wave 2

Program Report 2019-2020



Students were assessed in Math and Phonological Awareness in the following area:

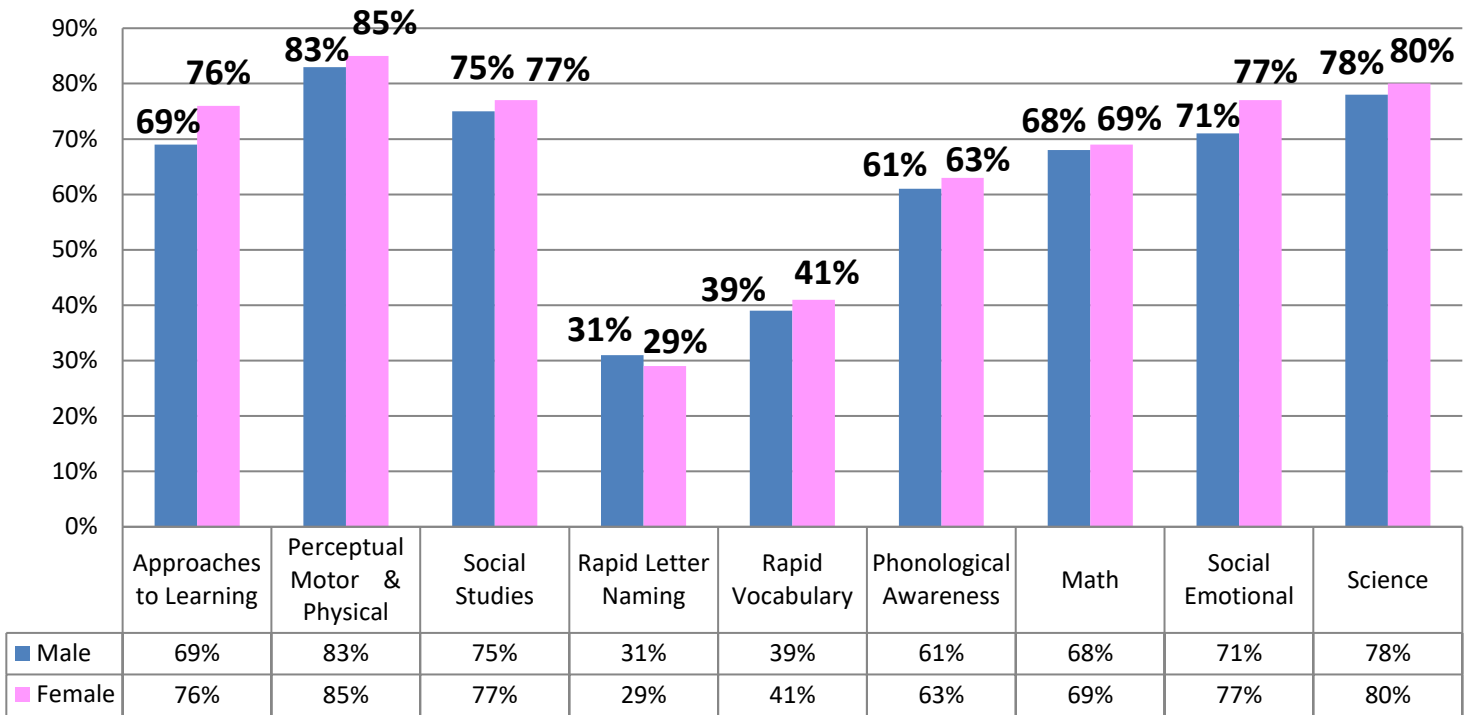
Math: Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, Operations and Patterns.

Phonological Awareness: Syllabication, On-set Rime, Alliteration, Rhyming, Listening and Words in a Sentence.

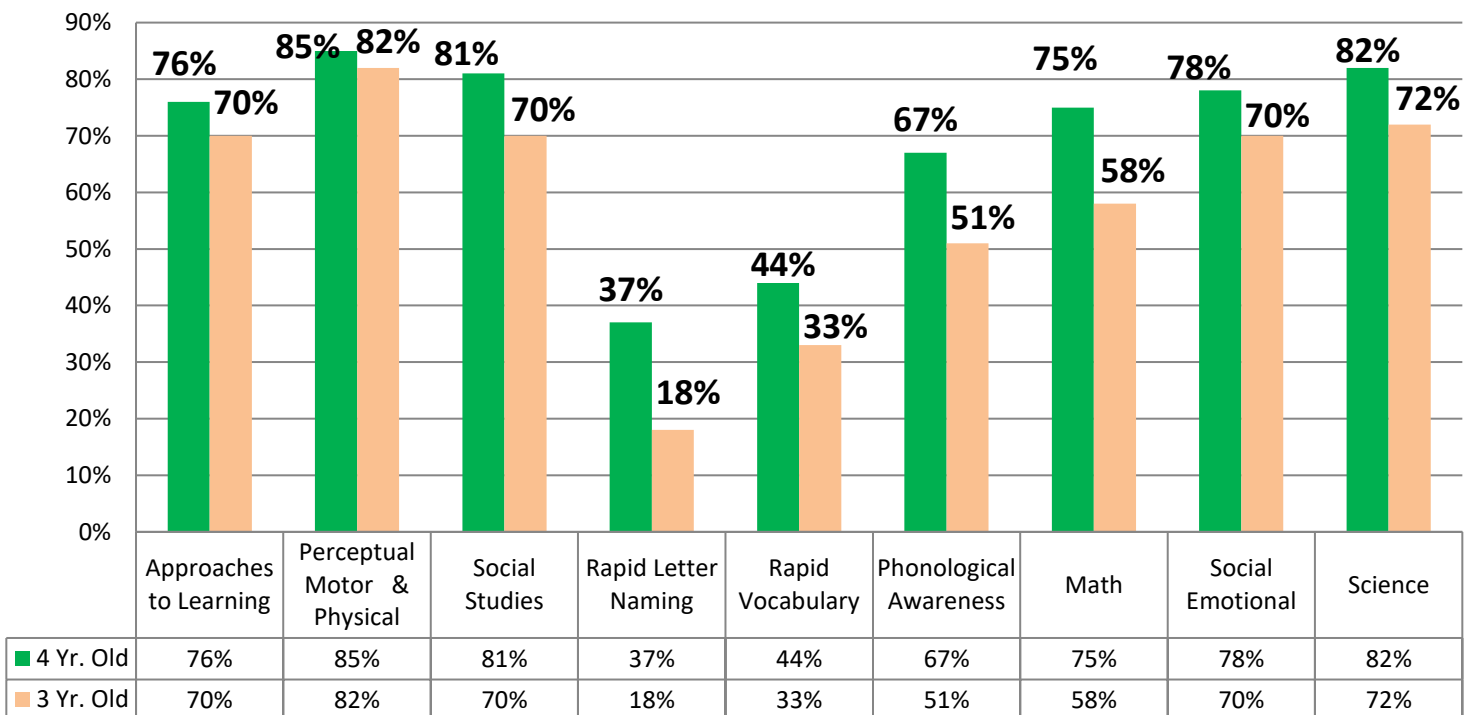
CSNT Head Start – CIRCLE Assessment

Wave 2 Comparison Data 2019-2020

Male / Female Comparison



Age Comparison



CSNT Head Start – CIRCLE Assessment

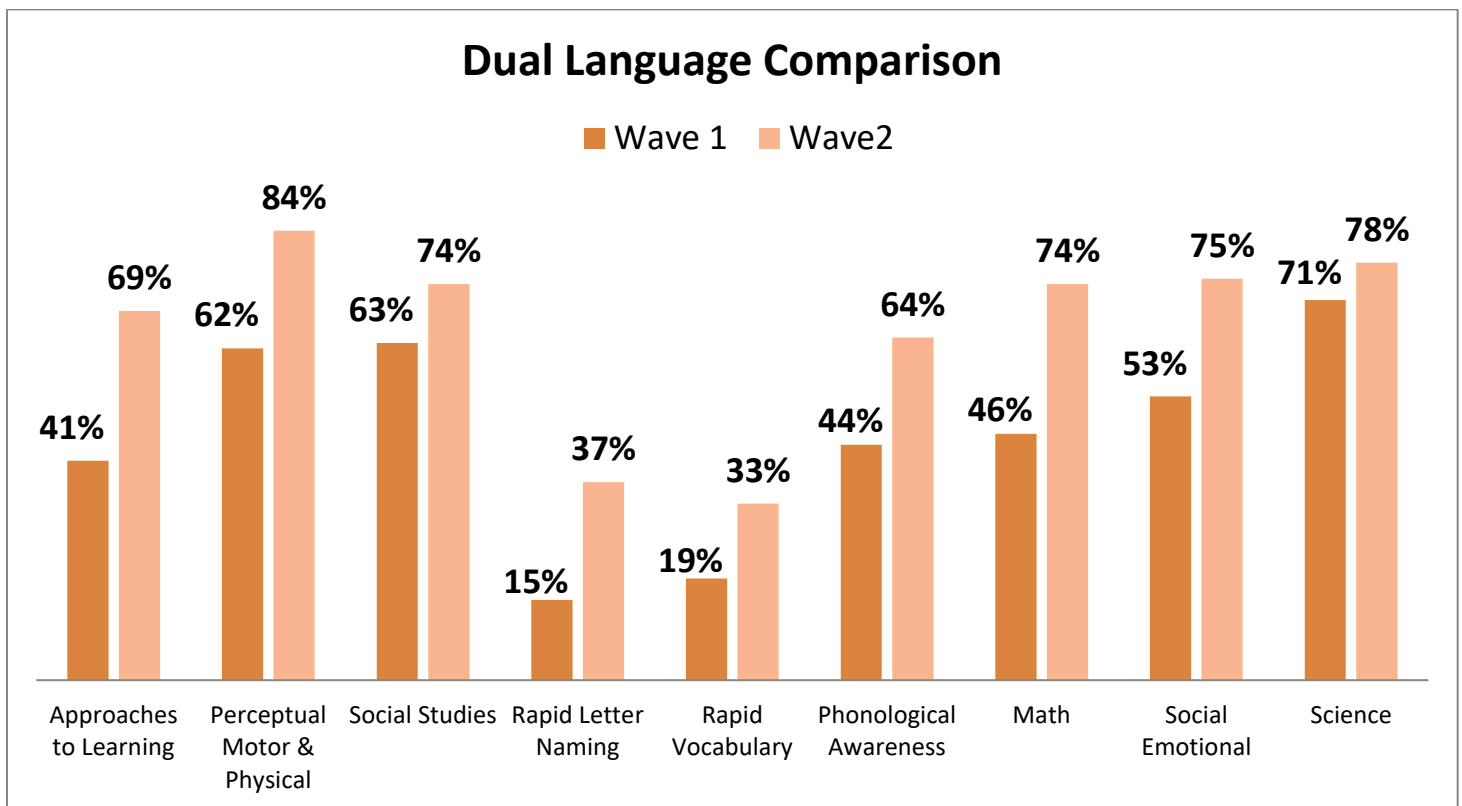
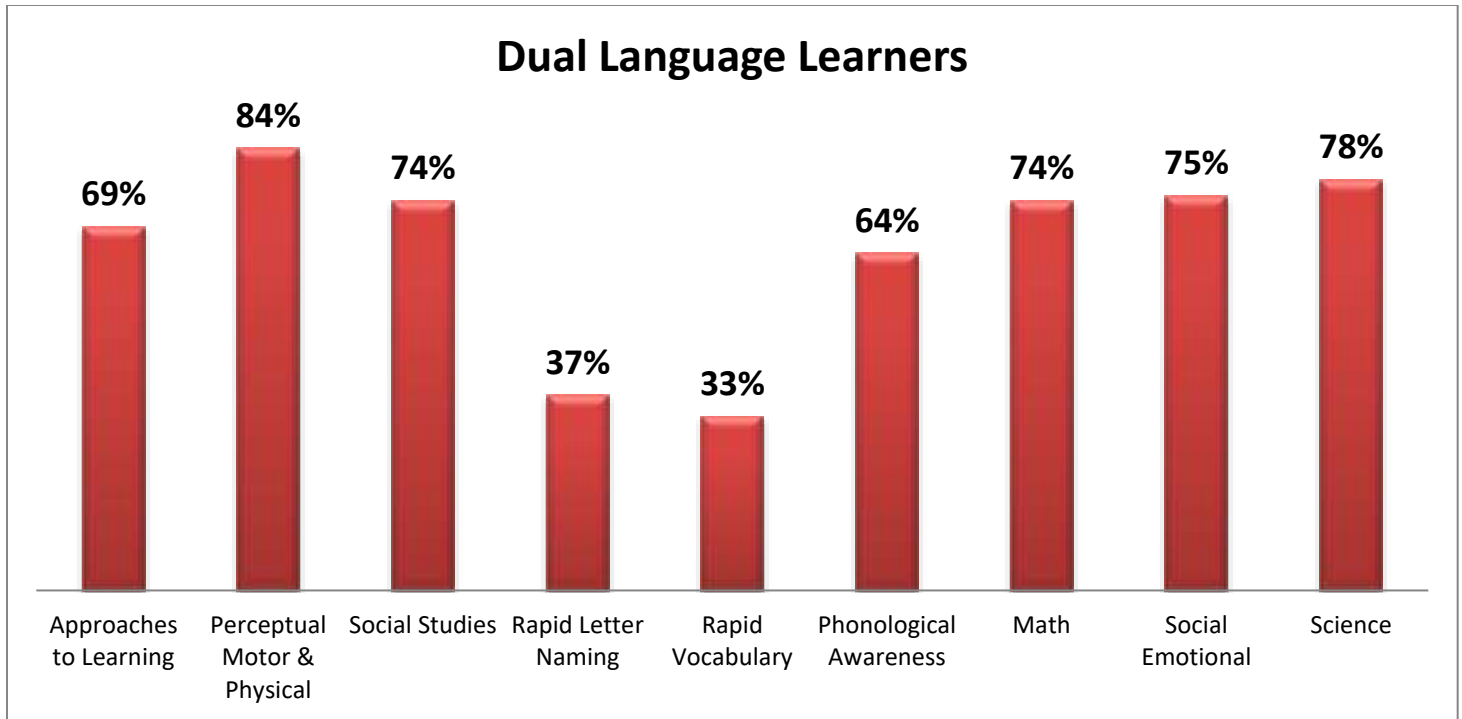
Wave 2 Race Comparison Data 2019-2020

	White	Black / African American	Other	2 or More Races
Approaches to Learning	72%	69%	70%	64%
Perceptual Motor/Physical	82%	84%	83%	74%
Social Studies	75%	78%	78%	66%
Rapid Letter Naming	29%	28%	34%	24%
Rapid Vocabulary	40%	39%	39%	35%
Phonological Awareness	62%	59%	60%	52%
Math	67%	64%	74%	59%
Social Emotional	73%	74%	79%	64%
Science	78%	75%	82%	69%
Total Students Tested	160	124	42	51

Percentage represents total number of correct responses for each domain.

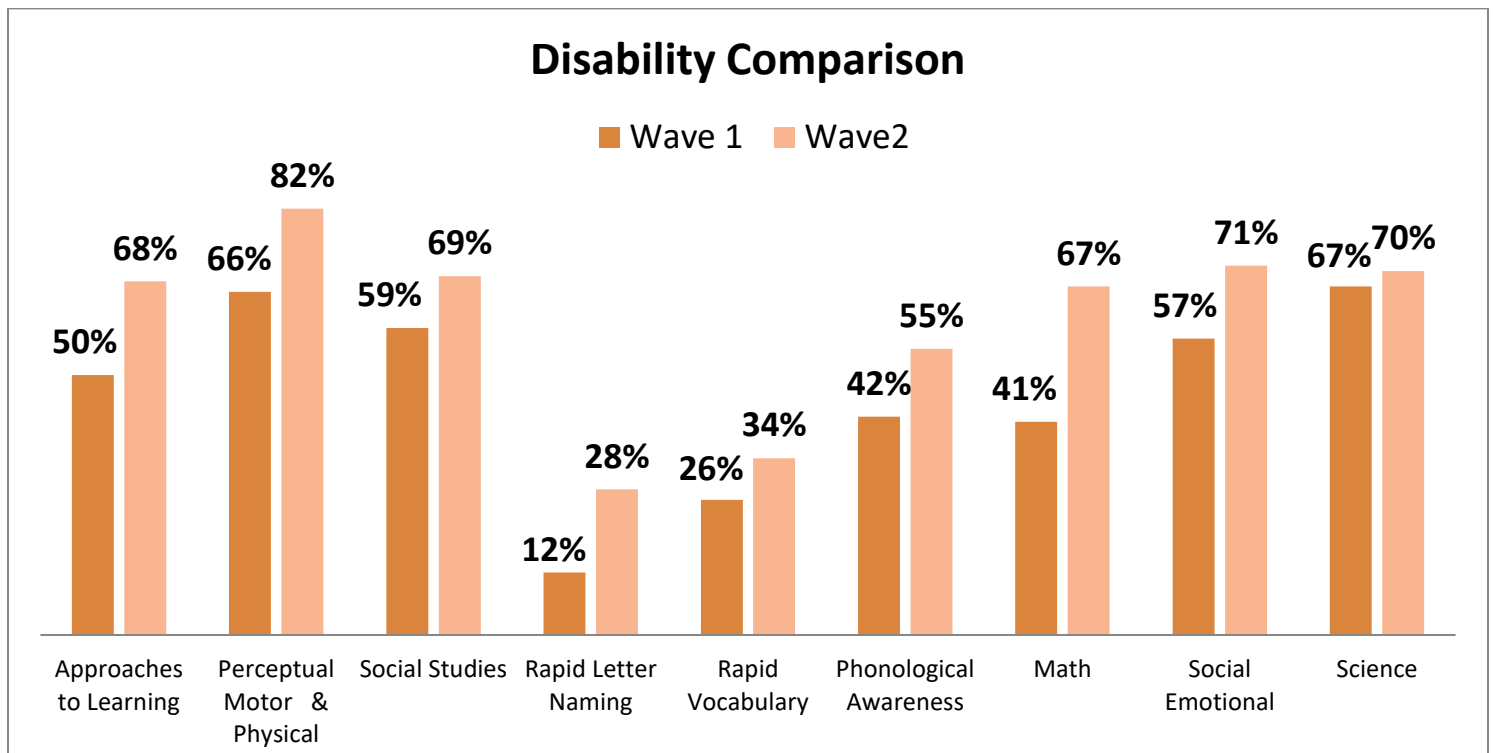
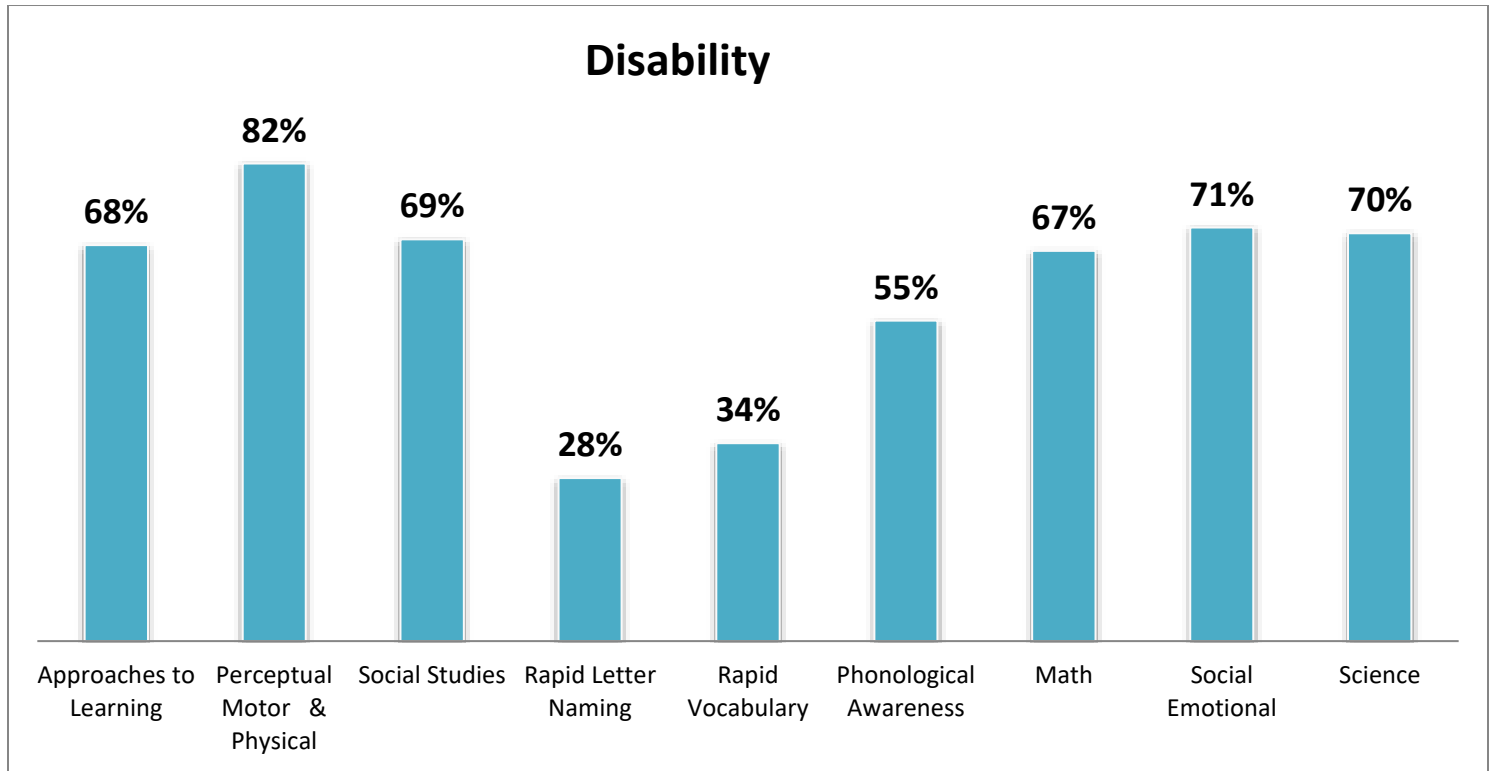
CSNT Head Start – CIRCLE Assessment

Wave 2 2019-2020



CSNT Head Start – CIRCLE Assessment

Wave 2 2019-2020





This data reflects demographic information on the students who participated in this assessment session.

Total Students Participating:	141
--------------------------------------	------------

Students Age

Three Year Old :	55%	Four Year Old:	45%
-------------------------	------------	-----------------------	------------

Gender

Male:	46%	Female:	54%
--------------	------------	----------------	------------

Race

White: 5%	Black/African American: 87%	Two or more: 2%
	Other: 6%	Not Specified: 0%

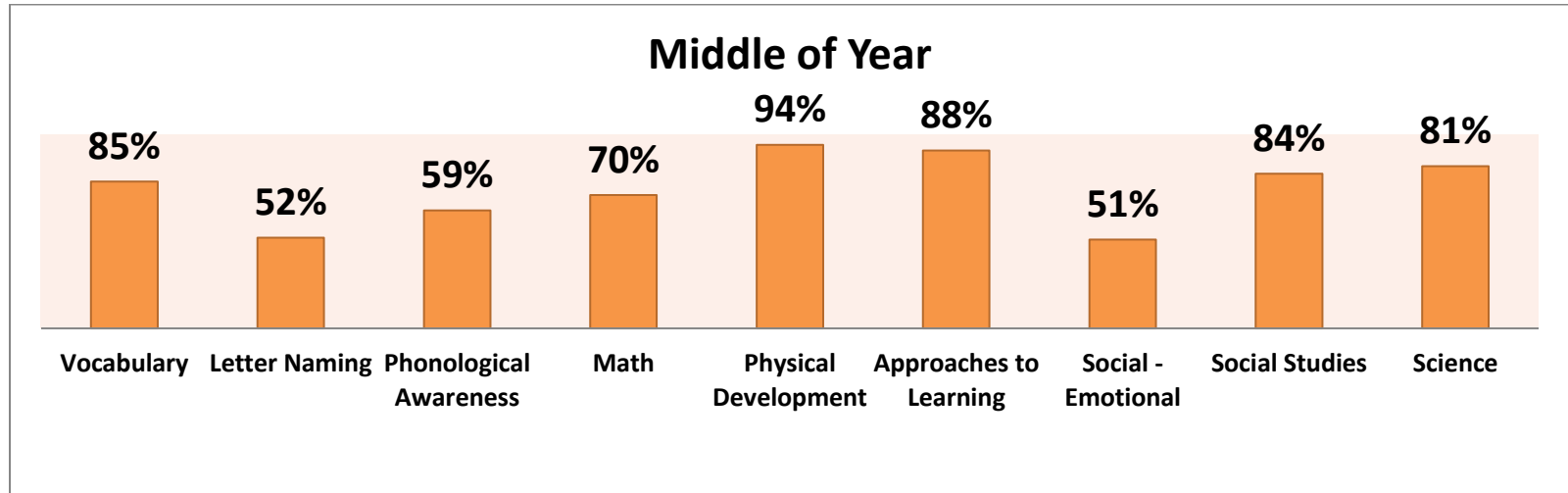
Language*

English: 97%	Spanish 3%	Unknown: 0%
-------------------------------	-----------------------------	------------------------------

Disabilities

Yes:	1%	No:	99%
-------------	-----------	------------	------------

CSNT Head Start – Frog Street Assessment 2019-2020

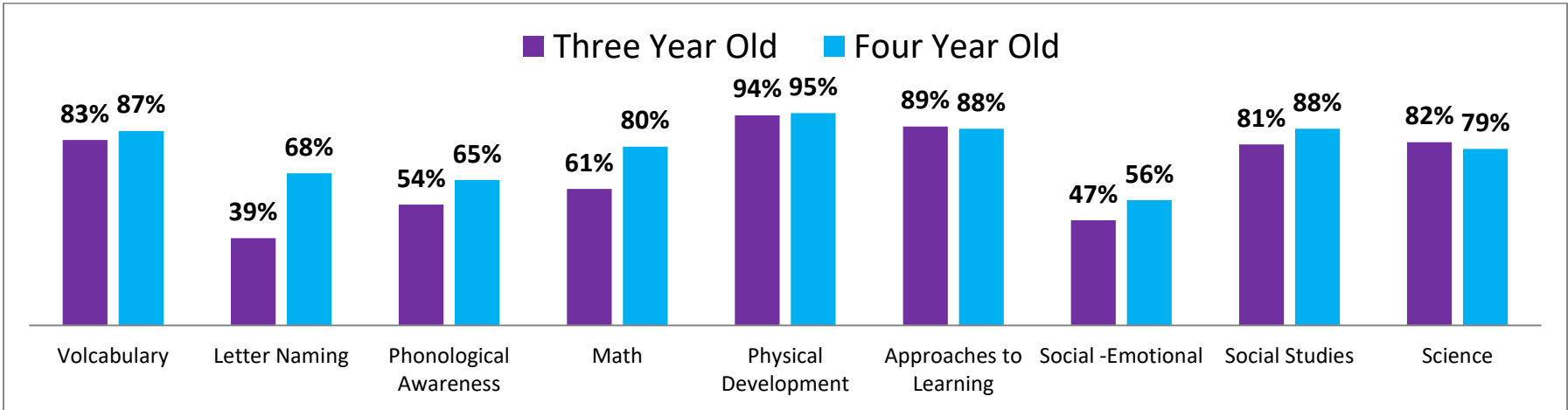
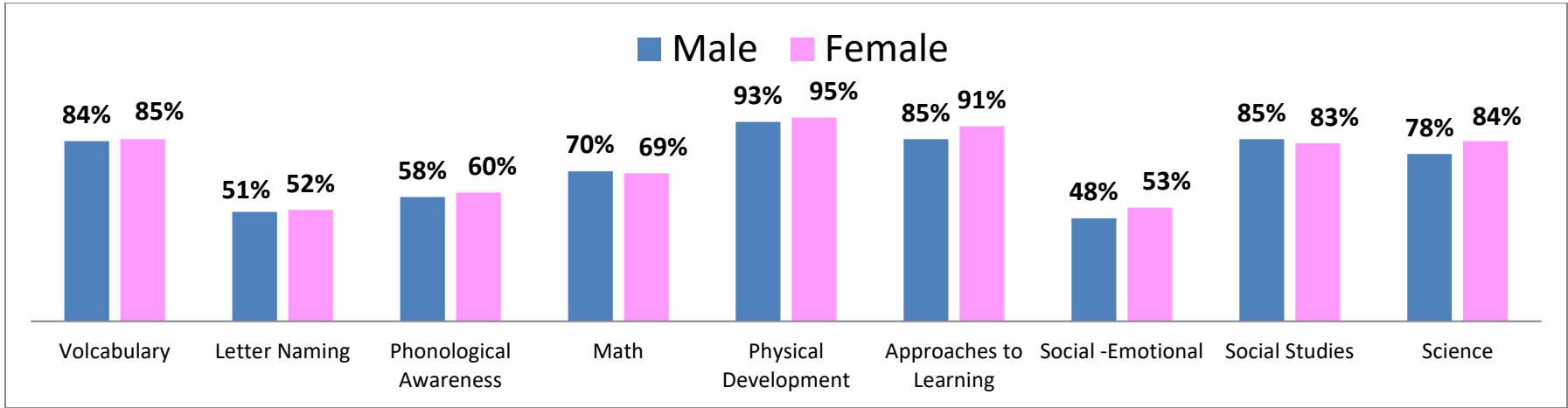


Comparison Data	Beginning of Year	Middle of Year
Vocabulary	85%	85%
Letter Naming	24%	52%
Phonological Awareness	40%	59%
Math	44%	70%
Physical Development	86%	94%
Approaches to Learning	83%	88%
Social -Emotional	44%	51%
Social Studies	75%	84%
Science	80%	81%

Percentage represents total number of correct responses for each domain.

CSNT Head Start Frog Street Assessment

Comparison Data – Middle of Year 2019-2020



Percentage represents total number of correct responses for each domain.

CSNT Head Start – Frog Street Assessment

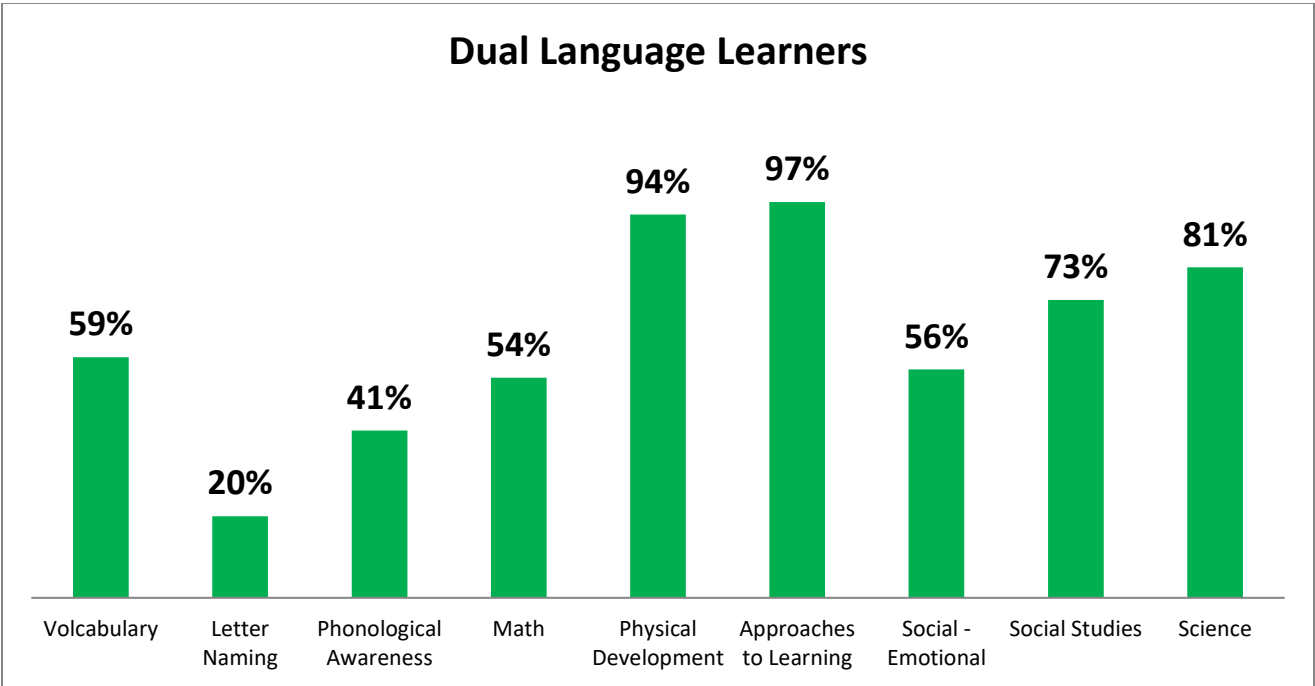
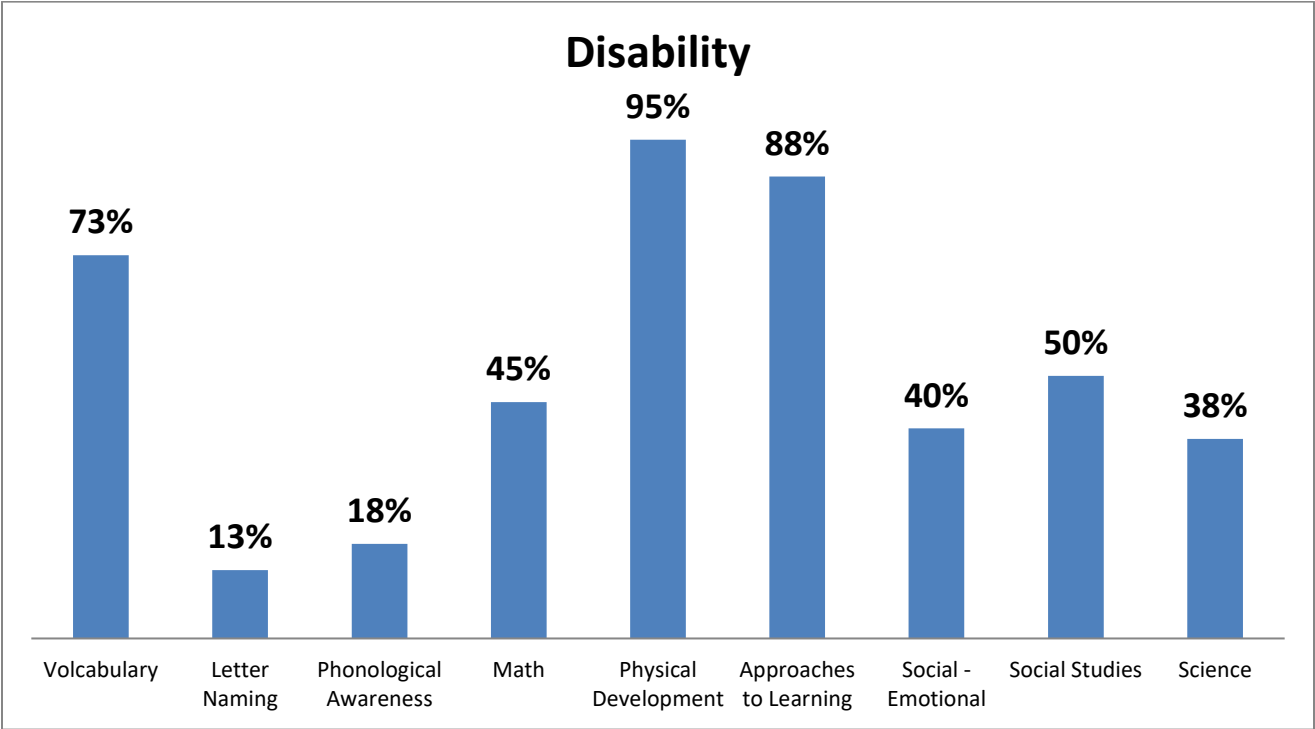
Middle of Year - Race Comparison Data 2019-2020

Race	White	African American	Two or More	Other
Vocabulary	92%	85%	81%	78%
Letter Naming	56%	53%	46%	28%
Phonological Awareness	63%	59%	55%	50%
Math	79%	70%	69%	54%
Physical Development	99%	94%	89%	97%
Approaches to Learning	100%	87%	92%	97%
Social -Emotional	57%	51%	34%	56%
Social Studies	93%	84%	63%	76%
Science	93%	80%	75%	89%
Total Students Tested	7	122	3	9

Percentage represents total number of correct responses for each domain.

CSNT Head Start Frog Street Assessment

Middle of Year 2019-2020



Percentage represents total number of correct responses for each domain.

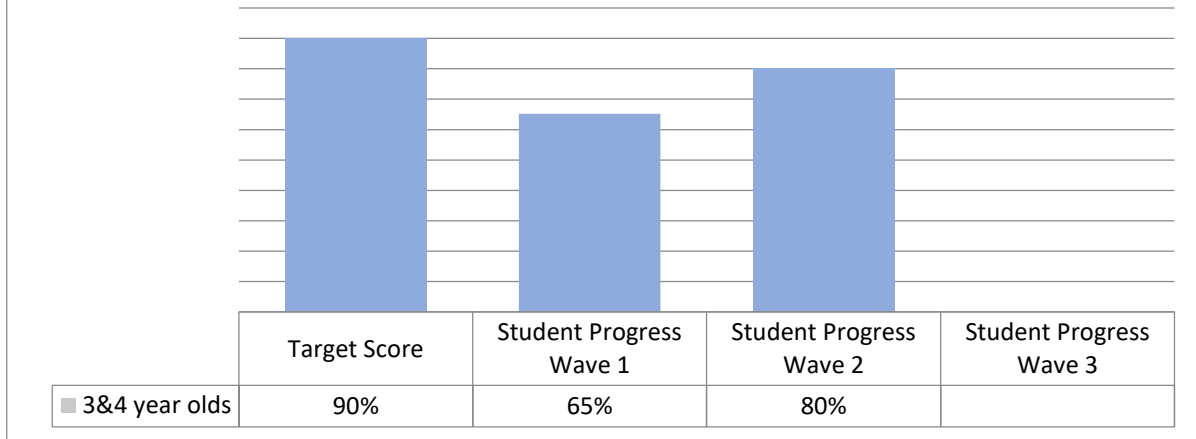
CSNT Head Start

School Readiness Performance Data Report

2019-2020

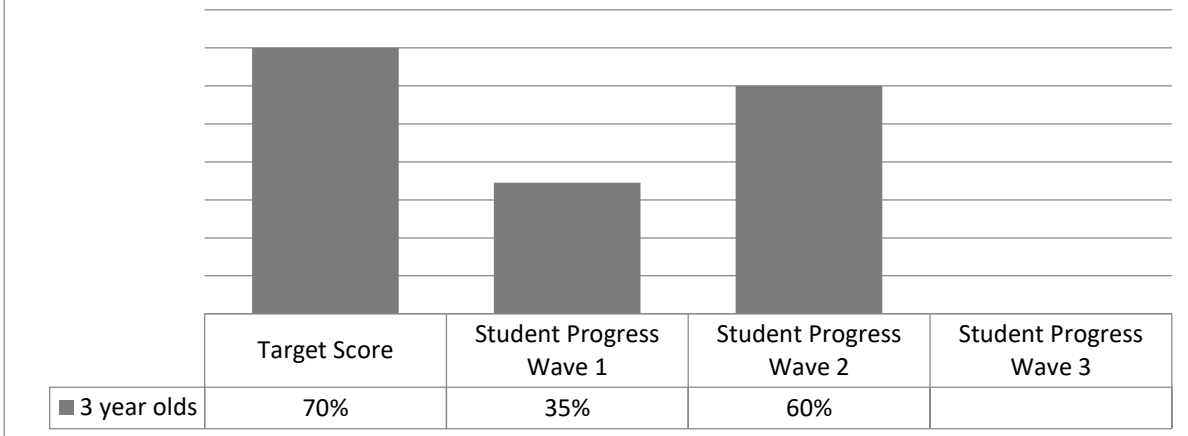
Approaches to Learning

Goal: Children will demonstrate a positive approach to learning.



Cognition: Mathematics Development

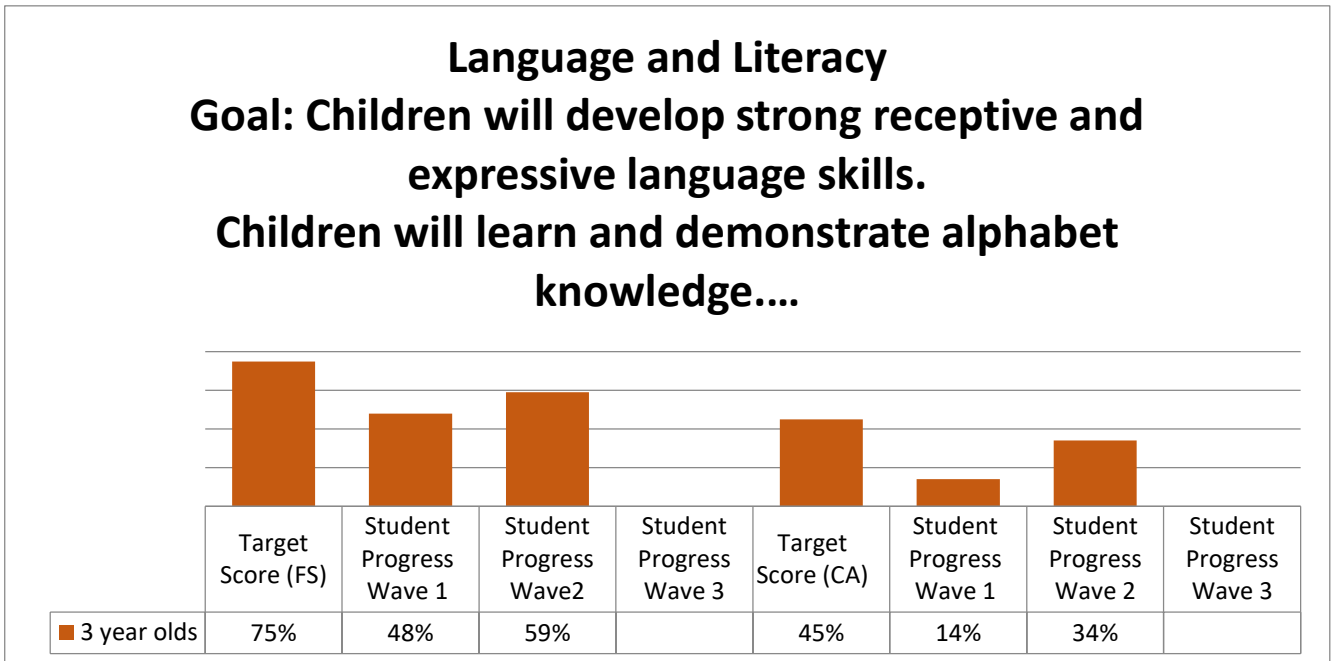
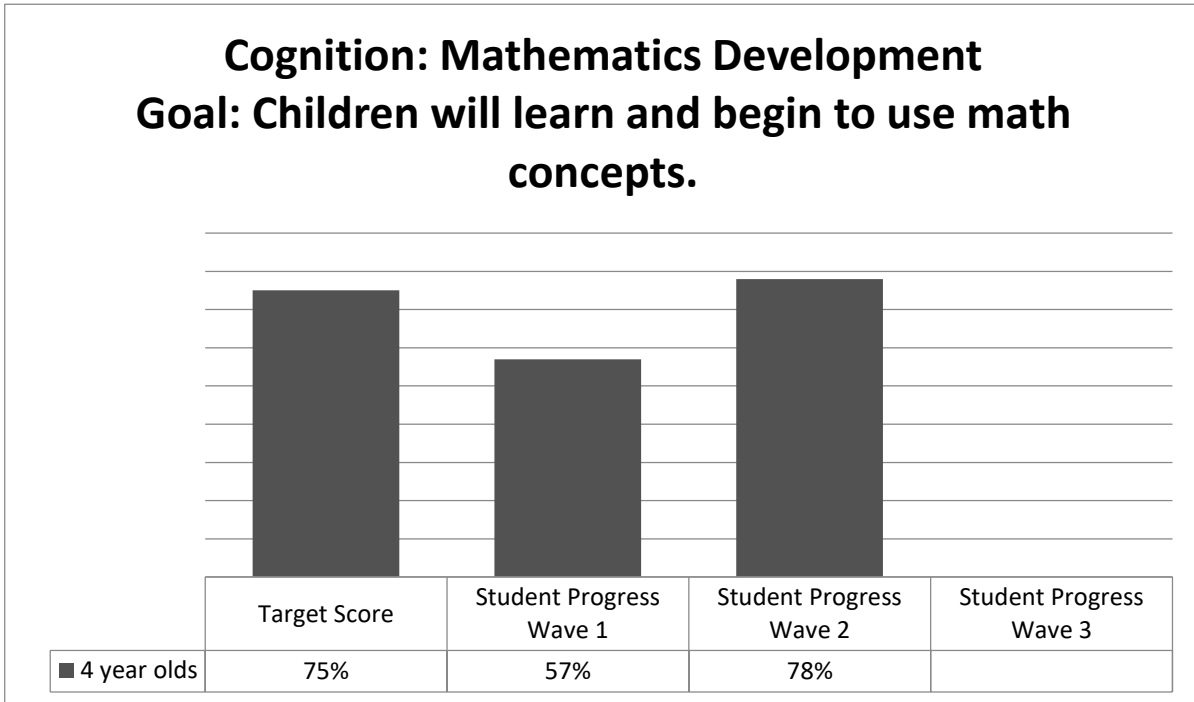
Goal: Children will learn and begin to use math concepts.



CSNT Head Start

School Readiness Performance Data Report

2019-2020



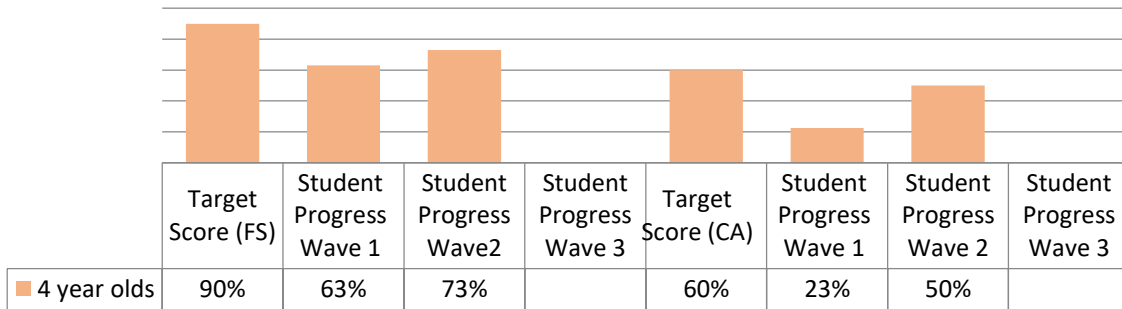
CSNT Head Start

School Readiness Performance Data Report

2019-2020

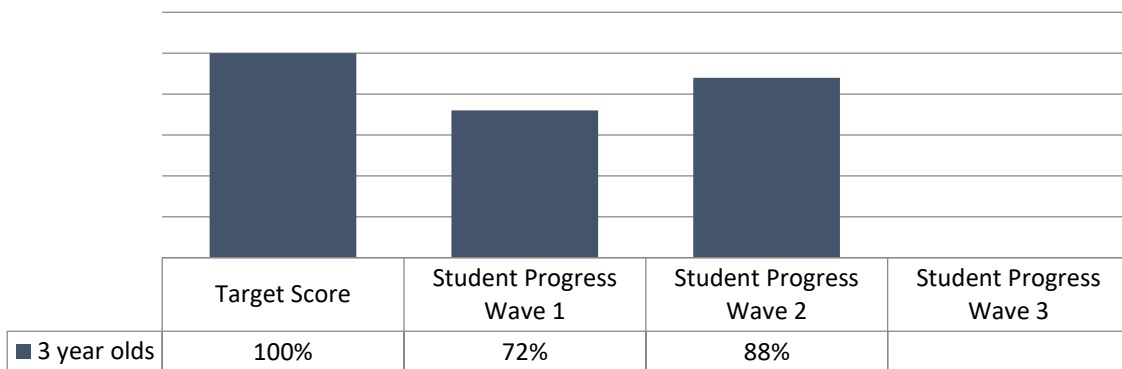
Language and Literacy

**Goal: Children will develop strong receptive and expressive language skills.
Children will learn and demonstrate alphabet knowledge.**



Perceptual, Motor, and Physical Development

Goal: Children will demonstrate control of large and small muscles for movement, coordination and balance.

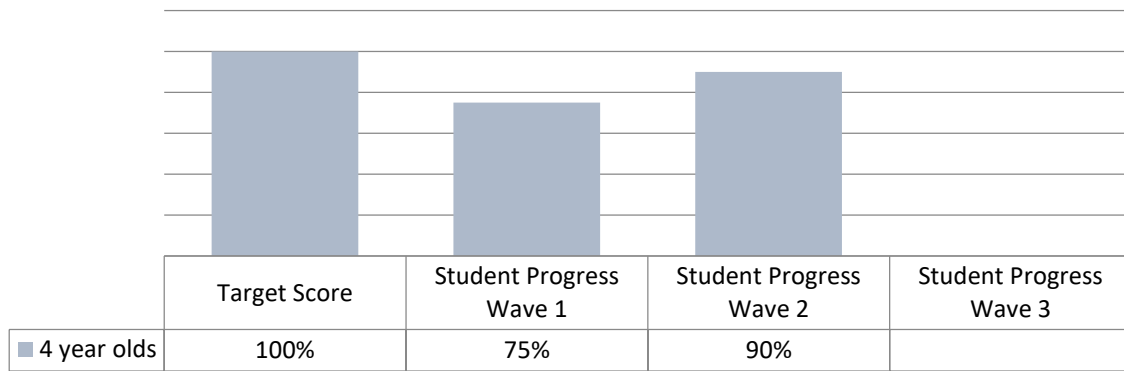


CSNT Head Start

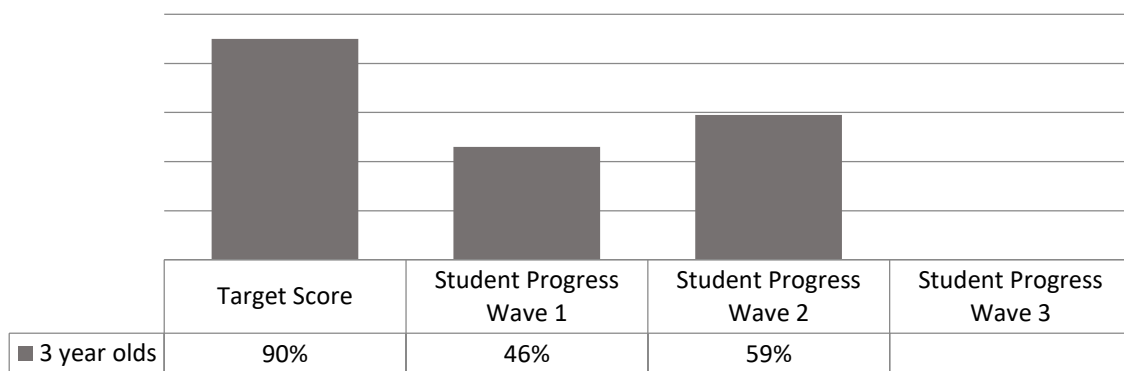
School Readiness Performance Data Report

2019-2020

Perceptual, Motor, and Physical Development
Goal: Children will control of large and small muscles for movement, coordination and balance.



Social and Emotional Development
Goal: Children will demonstrate an increasing ability to manage their own emotions and behaviors.

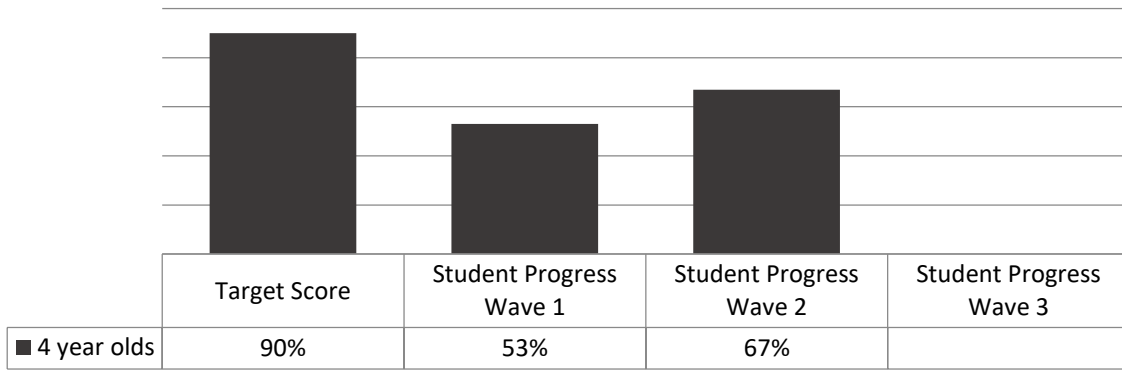


CSNT Head Start

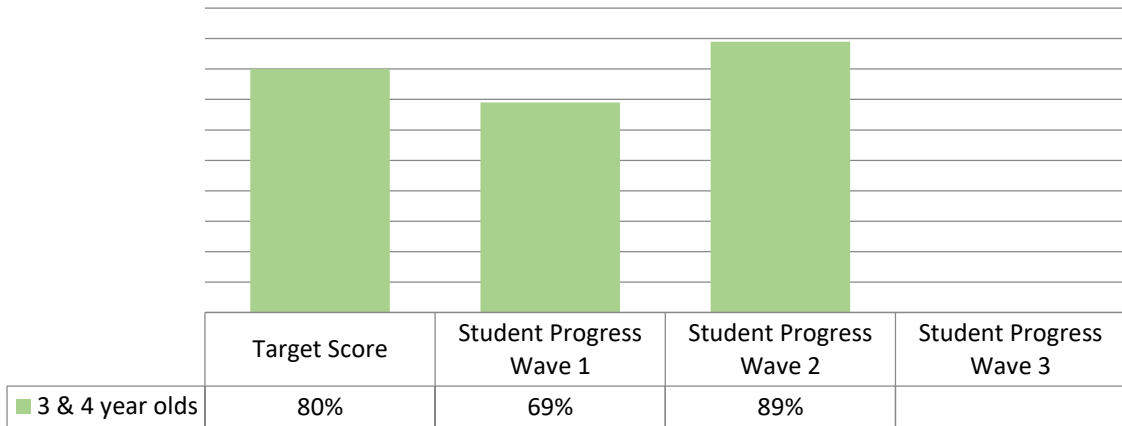
School Readiness Performance Data Report

2019-2020

Social and Emotional Development
Goal: Children will demonstrate an increasing ability to manage their own emotions and behaviors.



Parent Goal
Goal: Families will work with child/children to complete weekly Home Activities.



CSNT Head Start 2019-2020 Program Goals

Progress Report

Program Goal 1: Strengthen comprehensive Health Services for Head Start Children and their families.					
Year One Objective One Outcome: 78% of parents will obtain health requirements					
Fall Progress	78%	Winter Progress	61%	Spring Progress	

Program Goal 2: Provide Comprehensive School Readiness.					
Year One Objective One Outcome: 60% of children will name upper and lowercase letters					
Fall Progress	40%	Winter Progress	54%	Spring Progress	

Program Goal 2: Provide Comprehensive School Readiness.					
Year One Objective Two Outcome: 75% of children will sequence count to 50					
Fall Progress	46%	Winter Progress	69%	Spring Progress	

Program Goal 2: Provide Comprehensive School Readiness.					
Year One Objective Three Outcome: .5% increase in CLASS Emotional Support (ES) and Classroom Organization (CO) and .2% increase in Instructional Support (IS)					
Fall Progress	ES .14% Increase CO .2% Decrease IS .75% Decrease	Winter Progress	ES .50% Decrease CO .52% Decrease IS 1.45% Decrease	Spring Progress	

Program Goal 3: Increase Parent Involvement in the Head Start Program.					
Year One Objective One Outcome: 35% of parents will be involved in their child's education					
Fall Progress	44%	Winter Progress	18%	Spring Progress	

Parent, Family, and Community Engagement Framework School Readiness Goals 2019-2020

1. Goal: Parents will ensure that all children are healthy.

Objective: 85% of all students will complete health requirements. **79%**

Action Steps:

1. 85% compliance of all EPTSD physical requirements. **77%**
2. 90% Compliance on initial physicals. **85%**
3. 85% Compliance on all six month dentals. **97%**
4. 85% compliance on lead and hemoglobin. **56%**

2. Goal: Parents will increase family engagement skills.

Objective: 80% of Parents will participate in Family Engagement Activities. **72%**

Action Steps:

1. 40% Parent Meeting Attendance **43.50%**
2. 75% participation in Literacy Program/Walk Across Texas. – **Later Date**
3. Parents needing a GED will receive information/resources to complete GED program. **100%**
4. 30% parent attendance at yearly budget training.- **Later Date**

3. Goal: Parents will be prepared for transition into Kindergarten.

Objective: 80% of all parents will complete activities with their child and on campus to ensure their child is ready to transition to ISD campus.

Action Steps:

1. 75% participation in Literacy Program – **Later Date**
2. 85% parent participation in Home Visits and Parent Teacher Conferences. **92%**
3. 80% completion of home activities.