




Community Services of Northeast Texas, Inc.
Head Start
Policy Council Meeting
Tuesday, March 23, 2021 9:00 am
Linden Administrative Kaufman Building Offices
123 Kaufman
Linden, Texas
ZOOM Video/Call


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 26, 2021**
6. **Presentations**
 - A. **Policy Council Question** **Bernadette Harris**
7. **Reports**
 - A. **Financial Report** **Shelley Mitchell**
 1. **Head Start Financial Report March 2021**
 2. **Early Head Start Report March 2021**
 3. **Credit Usage Report March 2021**
 4. **CACFP Financial Report March 2021**
 - B. **Head Start Director Report** **Bernadette Harris**
 1. **Head Start Report March 2021**

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2. Early Head Start Report March 2021
3. Head Start PIR March 2021
4. Early Head Start PIR March 2021

C. Executive Director Report

Dan Boyd

8. Committee Reports

- A. **Appoint Committee Member(s)**
- B. **Committee Reports**
 1. **Self-Assessment Committee Meeting**

9. Action Items

- A. **Discuss and/or Approve Self-Assessment Results 2021**
- B. **Discuss and/or Approve Update Cost Allocation Plan**
- C. **Discuss and/or Approve 1.22% COLA Grant #06CH011282/02 Early Head Start \$2,788 & Head Start \$47,234**

10. Discussion Items

- A. **Discuss Progress on Head Start Goals**
 1. **Head Start Program Goals 2020-2021**
 2. **Parent, Family and Community Engagement 2020-2021**
 3. **School Readiness Performance Data**
- B. **Discuss CLASS Data Winter 2021**
- C. **Discuss Detailed Monitoring Results 2021**

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 26, 2021 9:00 am
Linden Administration Offices
304 East Houston Street
Linden, Texas**

PC Attendance	Campus	Title	Sep-20	Oct-20	Dec-20	Jan-21
Chairperson - Cecelia Huff			x	x	x	x
Vice Chairperson - Ashley Roberts			x			
Secretary - Marsha Luong			x	x		
Brenda Swisher	Board Liaison/CC	Representative	x	x		
Cecelia Huff	Bowie County	Representative	x	x	x	x
Marsha Luong	Atlanta	Representative	x	x		
Audrey Maxie	Atlanta	Alternate			x	
Anita Sullivan	Bloomburg	Representative		x		x
Courtney Stewart	Bloomburg	Alternate				
Amber White	D/LS	Representative				
Peggy Peters	D/LS	Alternate			x	x
Tanesha Jones	Hughes Springs	Representative				
Matthew Bonaparte	Hughes Springs	Alternate				
Ashley Roberts	Naples	Representative	x		x	
Alvita Moore	Naples	Alternate				
Raven Martinez	New Boston	Representative	x	x	x	
Karlisha Bland	New Boston	Alternate				
Gisel Garcia	Pittsburg	Representative		x		
Jessica Butler 12-8-2020	Pittsburg	Alternate			x	
Charmaine Jones	Texarkana	Representative				
Dneishia Bruce	Texarkana	Alternate				

Others in attendance: CSNT Staff: Bernadette Harris, Bridgette Parton, Dan Boyd, Charlotte Hall and Shelley Mitchell

1. Call to Order: The meeting was called to order by Cecelia Huff, Policy Council Chairperson at 9:01 am, January 26, 2021 at 9:01 am, on the Zoom Virtual Call.

2. Recognize New Policy Council Members:
None

3. Establishment of Quorum:

Quorum was established with the following Policy Council Members present: Cecelia Huff, Anita Sullivan and Peggy Peters.

4. Approval of Agenda:

Members reviewed the agenda. Anita Sullivan moved to accept the agenda as presented. This 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.

5. Approval of Minutes from December 8, 2020:

Peggy Peters moved to accept the minutes of December 8, 2020 meeting as presented. The motion was seconded by Anita Sullivan. 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. Policy Council Question

Bernadette Harris asked the members what reports they receive monthly. She explained what information to look for on the reports to help the members make informed decisions. She also provided a fact sheet on fiscal oversight.

7. Reports:

A. Financial Report

Shelly Mitchell gave the financial report as presented.

B. Head Start Report

Bernadette Harris gave the Head Start Report as presented. She stated that EHS started services on January 19, 2021.

C. Executive Directors Report

Dan Boyd stated that the Community Services Division had restructuring changes and a new Deputy Director was hired. She will begin working with the Community Services Division now and work with Head Start in the Summer of 2021. He also stated he was excited about Early Head Start beginning services and he looks forward to expanding Early Head Start Services.

8. Committee Reports:

A. Appoint Committee Members

B. Committee Report

a. School Readiness Committee Report

Bernadette Harris reviewed School Readiness Committee Meeting.

9. Action Items:

A. Discuss and/or Approve Updated Cost Allocation Plan

Bridgette Parton reviewed the Updated Cost Allocation Plan as presented. Anita Sullivan moved to approve Updated Cost Allocation Plan as presented. Peggy Peters seconded the motion. The motion was put to a vote with a majority of members voting in favor by signaling aye. The motion carried.

10. Discussion Items:

None

11. Audience Comments:

None

12. Executive Session:

Anita Sullivan moved for Policy Council to go into Executive Session at 9:40 am. Peggy Peters seconded the motion.

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

Anita Sullivan made a motion to come back into regular session at 9:43 am. Peggy Peters seconded the motion.

13. Required Action from Executive Session:

A motion was made by Anita Sullivan 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 Anita Sullivan at 9:44 am. The motion was seconded by Peggy Peters.

Minutes Submitted by: Bridgette Parton

Minutes approved by:

Head Start

Financial Report for the month of March 2021

(February 2021 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	\$1,137,663.00	\$174,781.04	\$477,634.28	\$660,028.72	\$94,805.25	\$284,415.75	(\$193,218.53)
Fringe Benefits	\$284,415.50	\$43,311.76	\$132,322.94	\$152,092.56	\$23,701.29	\$71,103.88	(\$61,219.07)
Travel (4120)	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$416.67	\$1,250.00	\$1,250.00
Equipment	\$46,500.00	\$0.00	\$0.00	\$46,500.00	\$3,875.00	\$11,625.00	\$11,625.00
Supplies	\$100,125.00	\$6,264.74	\$14,141.53	\$85,983.47	\$8,343.75	\$25,031.25	\$10,889.72
Contractual	\$113,685.00	\$0.00	\$0.00	\$113,685.00	\$9,473.75	\$28,421.25	\$28,421.25
Facilities / Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (4120)	\$15,190.50	\$4,869.25	\$10,987.52	\$4,202.98	\$1,265.88	\$3,797.63	(\$7,189.90)
Other (4122)	\$253,431.50	\$61,853.54	\$144,970.03	\$108,461.47	\$21,119.29	\$63,357.88	(\$81,612.16)
Total	\$1,956,010.50	\$291,080.33	\$780,056.30	\$1,175,954.20	\$163,000.88	\$489,002.63	(\$291,053.68)
T&TA	\$20,190.50	\$4,869.25	\$10,987.52	\$9,202.98	\$1,682.54	\$5,047.63	(\$5,939.90)
Total							\$24,603.05
USDA Reimbursements through January 2020							\$12,149.11
Estimated USDA Reimbursement for February 2021							(\$254,301.52)
Resulting (over)/under with USDA							

* Total Over/Under without USDA

Accruals:

Actual year end payroll accrual \$70,000.00

	<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	\$75,231.17	\$11,195.40	\$30,002.17	\$6,269.26	\$18,807.79	(\$11,194.37)
Per Child	\$4,206.47	\$625.98	\$1,677.54	\$350.54	\$1,051.62	(\$625.92)

Further Analysis	
Number of children	465
Number of classrooms	26

IN-KIND (Non-Federal Share)				
	<u>Needed</u>	<u>This month</u>	<u>Total</u>	<u>Still need</u>
	\$489,002.50	\$131,993.07	\$394,112.57	\$94,889.93

Early Head Start

Financial Report for the month of March 2021

(February 2021 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	\$72,495.00	\$10,927.46	\$28,759.88	\$43,735.12	\$6,041.25	\$18,123.75	(\$10,636.13)
Fringe Benefits	\$18,123.50	\$2,968.39	\$8,051.24	\$10,072.26	\$1,510.29	\$4,530.88	(\$3,520.37)
Travel (4120)	\$1,095.00	\$0.00	\$0.00	\$1,095.00	\$91.25	\$273.75	\$273.75
Equipment	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$250.00	\$750.00	\$750.00
Supplies	\$9,428.50	\$1,761.55	\$3,342.54	\$6,085.96	\$785.71	\$2,357.13	(\$985.42)
Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Facilities / Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (4120)	\$1,533.50	\$1.75	\$84.07	\$1,449.43	\$127.79	\$383.38	\$299.31
Other (4122)	\$11,226.50	\$1,417.74	\$2,488.95	\$8,737.55	\$935.54	\$2,806.63	\$317.68
Total	\$116,902.00	\$17,076.89	\$42,726.68	\$74,175.32	\$9,741.83	\$29,225.50	(\$13,501.18)
T&TA	\$2,628.50	\$1.75	\$84.07	\$2,544.43	\$219.04	\$657.13	\$573.06
Total							\$653.84
USDA Reimbursements through January 2021							\$1,072.76
Estimated USDA Reimbursement for February 2021							(\$11,774.58)
							Resulting (over)/under with USDA

* Total Over/Under without USDA

Accruals:

Actual year end payroll accrual \$5,000.00

	<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	\$58,451.00	\$8,538.45	\$21,363.34	\$4,870.92	\$14,612.75	(\$6,750.59)
Per Child	\$7,306.38	\$1,067.31	\$2,670.42	\$608.86	\$1,826.59	(\$843.82)

Further Analysis

Number of children	16
Number of classrooms	2

IN-KIND (Non-Federal Share)

	<u>Needed</u>	<u>This month</u>	<u>Total</u>	<u>Still need</u>
	\$29,225.50	\$1,052.04	\$3,156.12	\$26,069.38

Community Services of Northeast Texas, Inc.
Credit Usage Report

Board Report - March 2021

Sam's Club

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

Line of Credit

Program	CSBG A	CEAP B	CSBG Cares
Highest February 2021 Balance	31,950.00	21,000.00	11,900.00
Current balance	4,300.00	-	19,550.00
Exp pay off date	4/30/2021		4/30/2021

In House Line of Credit

Program	CSBG B	CSBG A	CEAP B	Early Head Start
Highest February 2021 Balance	32,915.12	54,250.00	29,185.00	100.00
Current balance	-	20,720.00	-	100.00
Exp pay off date	4/30/2021	4/30/2021		

U.S. SMALL BUSINESS ADMINISTRATION LOAN

\$150,000

HEAD START and EHS NUTRITION PROGRAM

February 2021 Financial Report

For the month of February 2021

CACFP

	<u>Expenditures</u>	<u>Total To Date</u>
Operating Labor	\$ 6,230.90	30,521.87
Administrative Labor	1,144.73	5,679.86
Food	12,182.56	38,748.05
Supplies & Equipment	1,050.66	10,223.12
Purchased Services	-	0.00
Financial Costs	-	0.00
Media Costs	-	0.00
Operating Org Cost	-	0.00
Other	-	0.00
Total	<u>\$ 20,608.85</u>	<u>\$ 85,172.90</u>

TDHS REVENUE 13,221.87 64,166.76 (Income Starts October 2020)

CSNT Head Start Monthly Report

Program Year 02 2021 06CH011282/02

2021

Data Month **January**

CSNT HS Report
Revised 1/8/21

Head Start Attendance/Enrollment

Report Month	December	January	February	March	April	May	June	July	August	September	October	November
Funded Enrollment HS	465/-34	465/-17	465/-18									
# additional students (partnerships)	0	0	0									
% with Special Needs	6%	6%	7%									
ADA Funded Enrolled* (465)	84%	84%	87%									
Enrollment (acutal students)	92%	90%	92%									
Present/ Absent	393/38	391/57	408/39									
* If below 85% (Why) -	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Non-Federal Share

\$978,005 **\$583,893** \$394,112 60% Needed

	December	January	February	March	April	May	June	July	August	September	October	November
\$ 394,112	\$ 129,455	\$ 132,664	\$ 131,993									

Adimin Expenditures (including non-federal share)

*Should not be above 15%	December	January	February	March	April	May	June	July	August	September	October	November
9%	\$ 30,433	\$ 75,492	\$ 128,470									

Meals/Reimbursements

\$	December	January	February	March	April	May	June	July	August	September	October	November
36,752												
# of service days	16	18	15									
# of meals served	5,056	5,960	5,470									
CACFP Reimbursement	\$ 11,339	\$ 13,264	\$ 12,149									

Program Monitoring

	December	January	February	March	April	May	June	July	August	September	October	November
# Child Files Reviewed	102	68	158									
# Classrooms Observed	54	31	51									
Incomes Verified	10	10	10									
# Parents Interviewed	53	0	0									
# of Staff interviewed	2	17	12									
# Bus Routes Observed	0	0	0									
# Staff Files Reviewed	0	6	0									
# Community Contacts	38	40	63									
# of Findings	24	49	28									

Annual Self-Assessment Findings

Date: **Week of 2/18/2020 Completed 3/10/2021**

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

Annual Detailed Monitoring Findings

Week of **12/1/2020 Completed 2/8/2021**

	December	January	February	March	April	May	June	July	August	September	October	November
# of findings	7	6	6									
# findings corrected	7	0	5									
# findings remaining	0	6	1									

Program Updates

Continue to follow COVID-19 procedures
Enrollment has increase slightly
Early Head Start services started January 19, 2021

CSNT Early Head Start Monthly Report

Data Month **January**

Program Year 02 2021 06CH011282/02 2021

CSNT Early HS Report
Revised 1/8/21

Early Head Start Attendance/Enrollment

Report Month	December	January	February	March	April	May	June	July	August	September	October	November
Funded Enrollment EHS	16/-16	16/-2	16/-1									
# additional students (partnerships)	NA	NA	NA									
% with Special Needs	NA	14%	14%									
ADA Funded Enrolled* (516)	NA	60%	70%									
Enrollment (acutal students)	NA	80%	80%									
Present/ Absent	NA	14/11	14/11									
* If below 85% (Why) -	NA	Sickness	Sickness									

Non-Federal Share

\$0 (\$3,156) \$3,156 #DIV/0! Needed

	December	January	February	March	April	May	June	July	August	September	October	November
\$ 3,156	\$ 1,052	\$ 1,052	\$ 1,052									

Adimin Expenditures (including non-federal share)

*Should not be above 15%	December	January	February	March	April	May	June	July	August	September	October	November
16%	\$ 1,515	\$ 4,873	\$ 7,368									

Meals/Reimbursements

\$	December	January	February	March	April	May	June	July	August	September	October	November
1,697												
# of service days	0	9	14									
# of meals served	0	295	484									
CACFP Reimbursement	\$ -	\$ 654	\$ 1,043									

Program Monitoring

	December	January	February	March	April	May	June	July	August	September	October	November
# Child Files Reviewed	NA	0	6									
# Classrooms Observed	NA	1	6									
Incomes Verified	NA	14	14									
# Parents Interviewed	NA	0	0									
# of Staff interviewed	NA	0	0									
# Bus Routes Observed	NA	0	NA									
# Staff Files Reviewed	NA	0	0									
# Community Contacts	NA	1	0									
# of Findings/# Corrected	NA	2	3									

Annual Self-Assessment Findings

Date: Week of 2/18/2020 Completed 3/8/2021

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

Annual Detailed Monitoring Findings

Week of 2/8/2021 Completed NA

	December	January	February	March	April	May	June	July	August	September	October	November
# of findings	NA	NA	5	5								
# findings corrected	NA	NA	0	4								
# findings remaining	NA	NA	5	1								

Program Updates

EHS Playground Has Been Installed/Waiting on Fencing
Preparing for End of School Year Activities

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

A. Enrollment & Program Options

Funded Enrollment by Funding Source

1. Funded Enrollment	
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA that captures the greatest part of the program year	481
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program using the Early Head Start home visiting model	0

Funded Enrollment by Program Option

2. Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	465
1. Of these, the number available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for full working day	0
3. Home-based option	0
4. Family child care option	0
5. Locally designed option	0
6. Pregnant women slots	0

Funded Slots at Child Care Partner

7. Total number of slots in the center-based or locally designed option	<i>System Calculates Total</i>
a. Of these, the total number of slots at a child care partner	0
8. Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	<i>System Calculates Total</i>

Classes in Center-based

9. Total number of center-based classes operated	26
a. Of these, the number of double session classes	0

Children by Age

10. Children by Age:			
a. Under 1 year	0	d. 3 years old	201
b. 1 year old	0	e. 4 years old	279
c. 2 years old	8	f. 5 years and older	0
g. Total cumulative enrollment of children			<i>System Calculates Total</i>

Cumulative enrollment of pregnant women

11. Cumulative enrollment of pregnant women	0
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Total cumulative enrollment

12. Total cumulative enrollment	<i>System Calculates Total</i>
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Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

A. Enrollment & Program Options

Primary type of Eligibility

13. Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	286
b. Receipt of public assistance such as TANF and SSI	42
c. Foster care	24
d. Homeless	29
e. Eligibility based on other type of need, but not counted in A.13.a through d	41
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	66
14. If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Selection Criteria used to ensure all income-eligible children selected prior to 101-130	

Prior enrollment

15. Enrolled in Head Start or Early Head Start for:	
a. The second year	154
b. Three or more years	0

Transition and Turnover (HS Programs)

16. Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll		43
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	15	
17. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year		256

Transition and Turnover (EHS Programs)

18. Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll		0
a. Of the infants and toddlers who left the program above, the number of children who were enrolled less than 45 days	0	
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	0	
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	0	
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	0	
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	0	
19. Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll		0
20. Number of pregnant women receiving Early Head Start services at the time their infant was born		0
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	0	
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in the program	<i>System Calculates Total</i>	

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

A. Enrollment & Program Options

Transition and Turnover (Migrant Programs)

21. Total number of children who left the program any time after classes or home visits began and did not re-enroll	0
a. Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	0
b. Of the children who left the program during the program year, the number of preschool children who aged out, i.e. left the program in order to attend kindergarten	0

Attendance

22. The total number of children cumulatively enrolled in the center-based or family child care program option	488
a. Of these children, the number of children that were chronically absent	168
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	134
23. Comments on children that were chronically absent:	
COVID-19/Family Issues, Cough/Cold, Allergies, Strep Throat	

Child Care Subsidy

24. The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	1
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Race and Ethnicity

25. Race and Ethnicity	(1) Hispanic/Latino	(2) Non-Hispanic
a. American Indian or Alaskan Native	0	3
b. Asian	0	3
c. Black or African American	6	220
d. Native Hawaiian or Pacific Islander	0	1
e. White	31	128
f. Biracial/Multi-racial	17	46
g. Other	32	1
h. Unspecified	0	0
25.g.1 Comments:	Hispanic	
25.h.1 Comments:		

Primary Language of the Family at Home

26. Primary language of family at home:			
a. English			439
1. Of these, the number of children acquiring/learning another language in addition to english			10
b. Spanish	46	h. Pacific Island Languages	0
c. Native Central American	0	i. European/Slavic Languages	0
d. Caribbean Languages	0	j. African Languages	0
e. Middle Eastern & South Asian	0	k. American Sign Language	0
f. East Asian Languages	3	l. Other	0
g. Native North American/Alaskan	0	m. Unspecified	0
26.l.1 Comments:			

Dual Language Learners

27. Total number of Dual Language Learners	<i>System Calculates Total</i>
--	--------------------------------

Transportation

28. Number of children for whom transportation is provided to and from classes	96
--	----

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

A. Enrollment & Program Options

Management Information Systems

29. List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, and program staff.

Name/title

a. ChildPlus/ChildPlus.net

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

B. Program Staff & Qualifications

Staff by type	(1) Head Start Early Head Start Staff	(2) Contracted Staff
1. Total number of staff members, regardless of the funding source for their salary or the number of hours worked	93	21
a. Of these, the number who are current or former Head Start parents	44	2

Volunteers by type	
2. Number of persons providing any volunteer services to the program during the program year	41
a. Of these, the number who are current or former Head Start or Early Head Start parents	38

Preschool Classroom and Assistant Teachers (HS and Migrant Programs)	(1) Classroom Teacher	(2) Assistant Teachers
3. Total number of preschool education and child development staff by position	26	25
a. An advanced degree in:	2	0
early childhood education or		
any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.		
b. A baccalaureate degree in one of the following:	21	2
early childhood education		
any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or		
any field and is part of the Teach for America program and passed a rigorous early childhood content exam		
c. An associate degree in:	1	6
early childhood education		
a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	14
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	14
e. None of the qualifications listed in B.3.a through B.3.d	0	3

Preschool Classroom Teachers Program Enrollment

4. Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	<i>System Calculates Total</i>
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	0

Preschool Classroom Assistant Teachers Program Enrollment

5. Total number of preschool assistant teachers that do not meet qualifications listed in B.3.a through B.3.d	<i>System Calculates Total</i>
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet the qualifications listed in B.3.a through B.3.d	3

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

B. Program Staff & Qualifications

Infant and Toddler Classroom Teachers (EHS and Migrant Programs)

6. Total number of infant and toddler classroom teachers	0
a. An advanced degree in:	0
early childhood education with a focus on infant and toddler development or any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	
b. A baccalaureate degree in:	0
early childhood education with a focus on infant and toddler development or any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	
c. An associate degree in:	0
early childhood education with a focus on infant and toddler development or a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0
e. None of the qualifications listed in B.6.a through B.6.d	0
7. Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d	<i>System Calculates Total</i>
a. Of these infant and toddler classroom teachers, the number enrolled in a degree, certifications, credential, or licensure program that would meet one of the qualifications listed in B.6.a through B.6.d	0

Home Visitors and Family Child Care Provider Staff Qualifications

8. Total number of home visitors	0
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	0
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a	0
9. Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0
10. Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

B. Program Staff & Qualifications

Child development staff - average salary

11. Average salary:	Avg. Annual Salary	Avg. Hourly Rate
a. Classroom teachers	0	0
b. Assistant teachers	0	0
c. Home-based visitors	0	0
d. Family child care providers	0	0

Classroom teacher salary by level of education

12. Classroom teacher salary by level of education:	
a. Advanced degree in early childhood education or related degree	0
b. Baccalaureate degree in early childhood education or related degree	0
c. Associate degree in early childhood education or related degree	0
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
e. Classroom teachers that do not have the qualifications listed in B.12.a - B.12.d	0

Child development staff - race

13. Race and Ethnicity:	(1)Hispanic/Latino	(2)Non-Hispanic
a. American Indian or Alaskan Native	0	1
b. Asian	0	0
c. Black or African American	0	28
d. Native Hawaiian or Pacific Islander	0	0
e. White	3	17
f. Biracial/Multi-racial	0	0
g. Other	1	0
h. Unspecified	0	1
13.g.1 Comments: Mexican		
13.h.1 Comments:		

Child development staff - language

14. The number who are proficient in a language(s) other than English	2
a. Of these, the number who are proficient in more than one language other than English	0
15. Language groups in which staff are proficient:	
a. Spanish	2
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
15.k.1 Comments:	
l. Unspecified (language is not known or staff declined identifying the language)	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

B. Program Staff & Qualifications

All Staff Turnover

	Staff	Contract Staff
16. Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g. summer months)	10	0
a. Of these, the number who were replaced	8	0

Education and Child Development Staff Turnover

17. The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g. during summer months)	2
a. Of these, the number who were replaced	2
b. Of these, the number who left while classes and home visits were in session	0
18. Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	1
c. Involuntary separation	1
d. Other (e.g. change in job field, reason not provided)	0
19. Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

C. Child & Family Services

Health Insurance - children	(1) At enrollment	(2) At end of enrollment year
1. Number of all children with health insurance	468	278
Of these, the number of children whose primary insurance fits into the following categories:		
a. Number enrolled in Medicaid and/or CHIP	421	247
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	<i>System Calculates Total</i>	<i>System Calculates Total</i>
2. Number of all children with no health insurance	<i>System Calculates Total</i>	<i>System Calculates Total</i>

Health insurance - pregnant women (EHS programs)	(1) At enrollment	(2) At end of enrollment year
3. Number of pregnant women with at least one type of health insurance.	0	0
a. Number enrolled in Medicaid	0	0
b. Of these, the number enrolled in state-only funded insurance (e.g. medically indigent insurance), private insurance, or other health insurance	<i>System Calculates Total</i>	<i>System Calculates Total</i>
4. Number of pregnant women with no health insurance	<i>System Calculates Total</i>	<i>System Calculates Total</i>

Accessible Health Care - Children	(1) At enrollment	(2) At end of enrollment year
5. Number of children with and ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	436	164
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	3	2

Accessible Health Care - Pregnant Women (EHS Programs)	(1) At enrollment	(2) At end of enrollment year
6. Number of pregnant women with an ongoing source of continuous, accessible health care provided by a health care professional that maintains their ongoing health record and is not primarily a source of emergency or urgent care	0	0

Community Services Of Northeast Tex
9700 - PIR Report (precalculated values and overrides)
 Head Start 2020-2021

C. Child & Family Services

Medical services - children	(1) At enrollment	(2) At end of enrollment year
7. Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	72	378
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		44
1. Of these, the number who received medical treatment for their diagnosed chronic health condition		22
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment		Number of Children
1. No medical treatment needed		0
2. No health insurance		0
3. Parents did not keep/make appointment		1
4. Children left the program before their appointment date		0
5. Appointment is scheduled for future date		0
6. Other		0
8. Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:		
a. Autism spectrum disorder (ASD)	0	f. Hearing Problems
b. Attention deficit hyperactivity disorder (ADHD)	1	g. Vision Problems
c. Asthma	7	h. Blood lead level test with elevated lead levels > u5 g/dL
d. Seizures	3	i. Diabetes
e. Life threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis).		4

Body Mass Index (BMI) - children (HS and Migrant programs)

	Children at enrollment
9. Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	64
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	254
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	61
d. Obese (BMI at or above 95th percentile for child's age and sex)	93

Immunization services - children	(1) At enrollment	(2) At end of enrollment year
10. Number of children who have been determined by a health professional to be up-to-date on all immunizations appropriate for their age	462	292
11. Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	8	0
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	8	5

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

C. Child & Family Services

Medical services - pregnant women (EHS programs)

13. Indicate the number of pregnant women who received the following services while enrolled in EHS:	
a. Prenatal health care	0
b. Postpartum health care	0
c. A professional oral health assessment, examination, and/or treatment	0
d. Mental health interventions and follow-up	0
e. Education on fetal development	0
f. Education on the benefits of breastfeeding	0
g. Education on the importance of nutrition	0
h. Education on infant care and safe sleep practices	0
i. Education on the risks of alcohol, drugs, and/or smoking	0
j. Facilitating access to substance abuse treatment	0

Prenatal health - pregnant women (EHS programs)

14. Trimester of pregnancy in which the pregnant women served were enrolled:	
a. 1st trimester (0-3 months)	0
b. 2nd trimester (3-6 months)	0
c. 3rd trimester (6-9 months)	0
15. Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	
	0

	(1) At enrollment	(2) At end of enrollment year
Accessible dental care - children		
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	420	160

Preschool dental services (HS and Migrant programs)

17. Number of children who received preventive care during the program year		280
18. Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year		303
a. Of these, the number of children diagnosed as needing dental treatment during the program year		24
1. Of these, the number of children who have received or are receiving dental treatment		17
b. Specify the primary reason that children who needed dental treatment did not receive it:		Number of Children
1. Health insurance doesn't cover dental treatment		0
2. No dental care available in local area		0
3. Medicaid not accepted by dentist		0
4. Dentists in the area do not treat 3 - 5 year old children		0
5. Parents did not keep/make appointment		0
6. Children left the program before their appointment date		0
7. Appointment is scheduled for future date		1
8. No transportation		0
9. Other		0

Infant and toddler preventive dental services (EHS and migrant programs)

19. Number of all children who are up-to-date according to the dental periodicity schedule in the relevant state's EPSDT schedule		0
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Community Services Of Northeast Tex
9700 - PIR Report (precalculated values and overrides)
Head Start 2020-2021

C. Child & Family Services

Mental health consultation

20. Total number of classroom teachers, home visitors, and family child care providers	<i>System Calculates Total</i>
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	22

IDEA eligibility determination

21. The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	44
a. Of these, the number who received an evaluation to determine IDEA eligibility	14
1. Of the children that received an evaluation, the number that were diagnosed with a disability	4
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	8
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	<i>System Calculates Total</i>
22. Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	1
c. Evaluation is pending and not yet completed by responsible agency	1
d. Other	4
1. Specify: Student tested/observed and did not qualify	

Preschool disability services (HS and Migrant programs)

23. Number of children enrolled in the program who had an individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	31
a. Of these, the number who were determined eligible to receive special education and related services:	
1. Prior to this program year	17
2. During this program year	14
b. Of these, the number who have not received special education and related services	0

Infant and toddler Part C early intervention services (EHS and Migrant programs)

24. Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C agency to receive early intervention services under the IDEA	0
a. Of these, the number who were determined eligible to receive early intervention services:	
1. Prior to this program year	0
2. During this program year	0
b. Of these, the number who have not received early intervention services under IDEA	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

C. Child & Family Services

Preschool primary disabilities (HS and Migrant programs)	(1) Determined to have Disability	(2) Receiving Special Services
25. Diagnosed primary disability:		
a. Health impairment	0	0
b. Emotional disturbance	0	0
c. Speech or language impairment	19	19
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	1	0
f. Orthopedic impairment	1	1
g. Visual impairment, including blindness	0	0
h. Specific learning disability	1	1
i. Autism	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	5	5
l. Multiple disabilities, excluding deaf-blind	4	4
m. Deaf-blind	0	0

Community Services Of Northeast Tex
9700 - PIR Report (precalculated values and overrides)
 Head Start 2020-2021

C. Child & Family Services

Education and Development Tools/Approaches

Screening

26. Number of all newly enrolled children since last year's PIR was reported	334
27. Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	173
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	21
28. The instrument(s) used by the program for developmental screening:	
a. Dial 4	
b.	
c.	

Assessment

29. Approach or tool(s) used by the program for ongoing child assessment:	Locally designed
a. CIRCLE	No
b.	No
c.	No

Curriculum

30. Curriculum used by the program:	
a. For center-based services:	Locally designed
1. Frog Street Pre-K	No
2.	No
3.	No
b. For family child care services:	Locally designed
1.	No
2.	No
3.	No
c. For home-based services:	Locally designed
1.	No
2.	No
3.	No
d. For pregnant women services:	Locally designed
1.	No
2.	No
3.	No
e. For building on the parents' knowledge and skill (i.e. parenting curriculum)	Locally designed
1.	
2.	
3.	

Staff-child interaction observation tools

31. Does the program routinely use classroom or home visit observation tools to assess quality?	Yes (Y)/ No (N)
	Yes
32. If yes, classroom and home visit observation tool(s) used by the program:	Locally designed
a. Center-based settings	No
b. Home-based settings	No
c. Family child care settings	No

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

C. Child & Family Services

Family and Community Partnerships

Number of families

33. Total number of families:	457
a. Of these, the number of two-parent families	163
b. Of these, the number of single-parent families	294
34. Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g. biological, adoptive, stepparents)	427
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	263
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	11
b. Grandparents	19
c. Relative(s) other than grandparents	2
d. Foster parent(s) not including relatives	9
e. Other	0

Parent guardian education

35. Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	
a. An advanced degree or baccalaureate degree	90
b. An associate degree, vocational school, or some college	56
c. High school graduate or GED	256
d. Less than high school graduate	55

Employment, Job Training, and School

36. Total number of families in which at enrollment	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	332
1. Of these families, the number in which one or more parent/guardian is employed	326
2. Of these families, the number in which one or more parent/guardian is in job training (e.g. job training program, professional certificate, apprenticeship, or occupational license)	56
3. Of these families, the number in which one or more parent/guardian is in school (e.g. GED, associate degree, baccalaureate, or advanced degree)	56
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	125
37. Total number of families in which at end of enrollment:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	28
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	23
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	5
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	429
1. Of these families, the number of families that were also counted in C.36.a	309
2. Of these families, the number of families that were also counted in C.36.b	120

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

C. Child & Family Services

Military Families

38.a At least one parent/guardian is a member of the United States military on active duty	4
38.b At least one parent/guardian is a veteran of the United States military	11

Federal or other assistance	(1) At enrollment	(2) At end of enrollment year
39. The number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	8	9
40. Total number families receiving Supplemental Security Income (SSI)	46	43
41. Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	133	85
42. Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	221	133

Family Services

Family Services	Services Received
43. The number of families who received the following program service to promote family outcomes:	
a. Emergency/crisis intervention such as addressing immediate need for food, clothing, or shelter	22
b. Housing assistance such as subsidies, utilities, repairs, etc.	1
c. Asset building services (e.g. financial education, debt counseling)	70
d. Mental health services	5
e. Substance misuse prevention	3
f. Substance misuse treatment	1
g. English as a second language (ESL) training	17
h. Assistance in enrolling into an education or job training program	25
i. Research-based parenting curriculum	349
j. Involvement in discussing their child's screening and assessment results and their child's progress	275
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	269
l. Education on preventative medical and oral health	386
m. Education on health and developmental consequences of tobacco product use	79
n. Education on nutrition	294
o. Education on postpartum care (e.g. breastfeeding support)	9
p. Education on relationship/marriage	6
q. Assistance to families of incarcerated individuals	2
44. Of these, the number that received at least one of the services listed above	401

Father engagement

45. Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family Assessment	34
b. Family goal setting	35
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, volunteering)	59
d. Head Start program governance, such as participation in the Policy Council or policy committees	4
e. Parenting education workshops	9

Community Services Of Northeast Tex
9700 - PIR Report (precalculated values and overrides)
Head Start 2020-2021

C. Child & Family Services

Homelessness Services

46. Total number of families experiencing homelessness that were served during the enrollment year	23
47. Total number of children experiencing homelessness that were served during the enrollment year	25
48. Total number of families experiencing homelessness that acquired housing during the enrollment year	2

Foster care and child welfare

49. Total number of enrolled children who were in foster care at any point during the program year	25
50. Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	3

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Head Start 2020-2021

D. Grant Level Questions

Intensive Coaching

1. The number of education and child development staff (i.e. teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	42
2. The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	1

Management Staff Salaries

	(1) Annual Salary	(2) Percent Funded by Head Start or Early Head Start	(3) Number of Management Staff in this Position
3. Management staff:			
a. Executive Director	0	0	0
b. Head Start and/or Early Head Start Director	0	0	0
c. Education Manager/Coordinator	0	0	0
d. Health Services Manager/Coordinator	0	0	0
e. Family & Community Partnerships Manager/Coordinator	0	0	0
f. Disability Services Manager/Coordinator	0	0	0
g. Fiscal Officer	0	0	0

of education managers /coordinators

Education Management Staff Qualifications

4. Total number of education managers/coordinators	System Calculates T
a. Of these, the number of education manager/coordinators with a baccalaureate or advanced degree in early childhood education or a baccalaureate or advance degree and equivalent coursework in early childhood education with early education teaching experience	3
b. Of these, the number of education manager/coordinators that do not meet one of the qualifications in D.4.a	0
1. Of the education manager/coordinators in D.4.b, the number enrolled in a program that wo	0

of family services staff

Family Services Staff Qualifications

5. Total number of family services staff	15
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	14
b. Of these, the number that do not meet one of the qualifications described in D.5.a	1
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	0

of formal agreements

Formal Agreements for Collaboration

6. Total number of formal agreements with child care partners	0
7. Total number of LEAs in the service area	23
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	8
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	8

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

A. Enrollment & Program Options

Funded Enrollment by Funding Source

1. Funded Enrollment	
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA that captures the greatest part of the program year	0
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program using the Early Head Start home visiting model	0

Funded Enrollment by Program Option

2. Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	16
1. Of these, the number available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for full working day	0
3. Home-based option	0
4. Family child care option	0
5. Locally designed option	0
6. Pregnant women slots	0

Funded Slots at Child Care Partner

7. Total number of slots in the center-based or locally designed option	<i>System Calculates Total</i>
a. Of these, the total number of slots at a child care partner	0
8. Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	<i>System Calculates Total</i>

Classes in Center-based

9. Total number of center-based classes operated	0
a. Of these, the number of double session classes	0

Children by Age

10. Children by Age:			
a. Under 1 year	0	d. 3 years old	0
b. 1 year old	9	e. 4 years old	0
c. 2 years old	6	f. 5 years and older	0
g. Total cumulative enrollment of children			<i>System Calculates Total</i>

Cumulative enrollment of pregnant women

11. Cumulative enrollment of pregnant women	0
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Total cumulative enrollment

12. Total cumulative enrollment	<i>System Calculates Total</i>
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Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

A. Enrollment & Program Options

Primary type of Eligibility

13. Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	15
b. Receipt of public assistance such as TANF and SSI	0
c. Foster care	0
d. Homeless	0
e. Eligibility based on other type of need, but not counted in A.13.a through d	0
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	0
14. If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	

Prior enrollment

15. Enrolled in Head Start or Early Head Start for:	
a. The second year	0
b. Three or more years	0

Transition and Turnover (HS Programs)

16. Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll		0
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days		0
17. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year		0

Transition and Turnover (EHS Programs)

18. Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll		1
a. Of the infants and toddlers who left the program above, the number of children who were enrolled less than 45 days		1
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start		0
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program		0
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program		0
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program		0
19. Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll		0
20. Number of pregnant women receiving Early Head Start services at the time their infant was born		0
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program		0
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in the program		<i>System Calculates Total</i>

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

A. Enrollment & Program Options

Transition and Turnover (Migrant Programs)

21. Total number of children who left the program any time after classes or home visits began and did not re-enroll	0
a. Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	0
b. Of the children who left the program during the program year, the number of preschool children who aged out, i.e. left the program in order to attend kindergarten	0

Attendance

22. The total number of children cumulatively enrolled in the center-based or family child care program option	15
a. Of these children, the number of children that were chronically absent	8
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	7
23. Comments on children that were chronically absent:	

Child Care Subsidy

24. The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0
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Race and Ethnicity

25. Race and Ethnicity	(1) Hispanic/Latino	(2) Non-Hispanic
a. American Indian or Alaskan Native	0	1
b. Asian	0	0
c. Black or African American	0	10
d. Native Hawaiian or Pacific Islander	0	0
e. White	1	0
f. Biracial/Multi-racial	3	0
g. Other	0	0
h. Unspecified	0	0
25.g.1 Comments:		
25.h.1 Comments:		

Primary Language of the Family at Home

26. Primary language of family at home:			
a. English		14	
1. Of these, the number of children acquiring/learning another language in addition to english			
b. Spanish	1	h. Pacific Island Languages	0
c. Native Central American	0	i. European/Slavic Languages	0
d. Caribbean Languages	0	j. African Languages	0
e. Middle Eastern & South Asian	0	k. American Sign Language	0
f. East Asian Languages	0	l. Other	0
g. Native North American/Alaskan	0	m. Unspecified	0
26.l.1 Comments:			

Dual Language Learners

27. Total number of Dual Language Learners	<i>System Calculates Total</i>
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Transportation

28. Number of children for whom transportation is provided to and from classes	0
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Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

A. Enrollment & Program Options

Management Information Systems

29. List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, and program staff.

Name/title

a. ChildPlus/ChildPlus.net

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

B. Program Staff & Qualifications

Staff by type	(1) Head Start Early Head Start Staff	(2) Contracted Staff
1. Total number of staff members, regardless of the funding source for their salary or the number of hours worked	5	0
a. Of these, the number who are current or former Head Start parents	2	0

Volunteers by type

2. Number of persons providing any volunteer services to the program during the program year	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	0

Preschool Classroom and Assistant Teachers (HS and Migrant Programs)	(1) Classroom Teacher	(2) Assistant Teachers
3. Total number of preschool education and child development staff by position	0	0
a. An advanced degree in: early childhood education or any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.	0	0
b. A baccalaureate degree in one of the following: early childhood education any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or any field and is part of the Teach for America program and passed a rigorous early childhood content exam	0	0
c. An associate degree in: early childhood education a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	0
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
e. None of the qualifications listed in B.3.a through B.3.d	0	0

Preschool Classroom Teachers Program Enrollment

4. Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	<i>System Calculates Total</i>
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	0

Preschool Classroom Assistant Teachers Program Enrollment

5. Total number of preschool assistant teachers that do not meet qualifications listed in B.3.a through B.3.d	<i>System Calculates Total</i>
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet the qualifications listed in B.3.a through B.3.d	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

B. Program Staff & Qualifications

Infant and Toddler Classroom Teachers (EHS and Migrant Programs)

6. Total number of infant and toddler classroom teachers	3
a. An advanced degree in:	0
early childhood education with a focus on infant and toddler development or any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	
b. A baccalaureate degree in:	1
early childhood education with a focus on infant and toddler development or any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	
c. An associate degree in:	0
early childhood education with a focus on infant and toddler development or a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0
e. None of the qualifications listed in B.6.a through B.6.d	2
7. Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d	<i>System Calculates Total</i>
a. Of these infant and toddler classroom teachers, the number enrolled in a degree, certifications, credential, or licensure program that would meet one of the qualifications listed in B.6.a through B.6.d	0

Home Visitors and Family Child Care Provider Staff Qualifications

8. Total number of home visitors	0
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	0
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a	0
9. Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0
10. Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

B. Program Staff & Qualifications

Child development staff - average salary

11. Average salary:	Avg. Annual Salary	Avg. Hourly Rate
a. Classroom teachers	0	0
b. Assistant teachers	0	0
c. Home-based visitors	0	0
d. Family child care providers	0	0

Classroom teacher salary by level of education

12. Classroom teacher salary by level of education:	
a. Advanced degree in early childhood education or related degree	0
b. Baccalaureate degree in early childhood education or related degree	0
c. Associate degree in early childhood education or related degree	0
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
e. Classroom teachers that do not have the qualifications listed in B.12.a - B.12.d	0

Child development staff - race

13. Race and Ethnicity:	(1)Hispanic/Latino	(2)Non-Hispanic
a. American Indian or Alaskan Native	0	0
b. Asian	0	0
c. Black or African American	0	1
d. Native Hawaiian or Pacific Islander	0	0
e. White	1	2
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0
13.g.1 Comments:		
13.h.1 Comments:		

Child development staff - language

14. The number who are proficient in a language(s) other than English	0
a. Of these, the number who are proficient in more than one language other than English	0
15. Language groups in which staff are proficient:	
a. Spanish	0
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
15.k.1 Comments:	
l. Unspecified (language is not known or staff declined identifying the language)	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

B. Program Staff & Qualifications

All Staff Turnover

	Staff	Contract Staff
16. Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g. summer months)	0	0
a. Of these, the number who were replaced	0	0

Education and Child Development Staff Turnover

17. The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g. during summer months)	0
a. Of these, the number who were replaced	0
b. Of these, the number who left while classes and home visits were in session	0
18. Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	0
c. Involuntary separation	0
d. Other (e.g. change in job field, reason not provided)	0
19. Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

C. Child & Family Services

	(1) At enrollment	(2) At end of enrollment year
Health Insurance - children		
1. Number of all children with health insurance	14	1
Of these, the number of children whose primary insurance fits into the following categories:		
a. Number enrolled in Medicaid and/or CHIP	14	1
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	<i>System Calculates Total</i>	<i>System Calculates Total</i>
2. Number of all children with no health insurance	<i>System Calculates Total</i>	<i>System Calculates Total</i>

	(1) At enrollment	(2) At end of enrollment year
Health insurance - pregnant women (EHS programs)		
3. Number of pregnant women with at least one type of health insurance.	0	0
a. Number enrolled in Medicaid	0	0
b. Of these, the number enrolled in state-only funded insurance (e.g. medically indigent insurance), private insurance, or other health insurance	<i>System Calculates Total</i>	<i>System Calculates Total</i>
4. Number of pregnant women with no health insurance	<i>System Calculates Total</i>	<i>System Calculates Total</i>

	(1) At enrollment	(2) At end of enrollment year
Accessible Health Care - Children		
5. Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	14	0
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	1	0

	(1) At enrollment	(2) At end of enrollment year
Accessible Health Care - Pregnant Women (EHS Programs)		
6. Number of pregnant women with an ongoing source of continuous, accessible health care provided by a health care professional that maintains their ongoing health record and is not primarily a source of emergency or urgent care	0	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

C. Child & Family Services

	(1) At enrollment	(2) At end of enrollment year
Medical services - children		
7. Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	0	0
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		0
1. Of these, the number who received medical treatment for their diagnosed chronic health condition		0
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment		Number of Children
1. No medical treatment needed		0
2. No health insurance		0
3. Parents did not keep/make appointment		0
4. Children left the program before their appointment date		0
5. Appointment is scheduled for future date		0
6. Other		0
8. Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:		
a. Autism spectrum disorder (ASD)	0	f. Hearing Problems
b. Attention deficit hyperactivity disorder (ADHD)	0	g. Vision Problems
c. Asthma	0	h. Blood lead level test with elevated lead levels > u5 g/dL
d. Seizures	0	i. Diabetes
e. Life threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis).		0

Body Mass Index (BMI) - children (HS and Migrant programs)

	Children at enrollment
9. Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	0
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	0
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	0
d. Obese (BMI at or above 95th percentile for child's age and sex)	0

	(1) At enrollment	(2) At end of enrollment year
Immunization services - children		
10. Number of children who have been determined by a health professional to be up-to-date on all immunizations appropriate for their age	13	13
11. Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	0	0
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

C. Child & Family Services

Medical services - pregnant women (EHS programs)

13. Indicate the number of pregnant women who received the following services while enrolled in EHS:	
a. Prenatal health care	0
b. Postpartum health care	0
c. A professional oral health assessment, examination, and/or treatment	0
d. Mental health interventions and follow-up	0
e. Education on fetal development	0
f. Education on the benefits of breastfeeding	0
g. Education on the importance of nutrition	0
h. Education on infant care and safe sleep practices	0
i. Education on the risks of alcohol, drugs, and/or smoking	0
j. Facilitating access to substance abuse treatment	0

Prenatal health - pregnant women (EHS programs)

14. Trimester of pregnancy in which the pregnant women served were enrolled:	
a. 1st trimester (0-3 months)	0
b. 2nd trimester (3-6 months)	0
c. 3rd trimester (6-9 months)	0
15. Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	
	0

Accessible dental care - children

	(1) At enrollment	(2) At end of enrollment year
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	3	0

Preschool dental services (HS and Migrant programs)

17. Number of children who received preventive care during the program year	0
18. Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	0
a. Of these, the number of children diagnosed as needing dental treatment during the program year	0
1. Of these, the number of children who have received or are receiving dental treatment	0
b. Specify the primary reason that children who needed dental treatment did not receive it:	Number of Children
1. Health insurance doesn't cover dental treatment	0
2. No dental care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3 - 5 year old children	0
5. Parents did not keep/make appointment	0
6. Children left the program before their appointment date	0
7. Appointment is scheduled for future date	0
8. No transportation	0
9. Other	0

Infant and toddler preventive dental services (EHS and migrant programs)

19. Number of all children who are up-to-date according to the dental periodicity schedule in the relevant state's EPSDT schedule	2
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Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

C. Child & Family Services

Mental health consultation

20. Total number of classroom teachers, home visitors, and family child care providers	<i>System Calculates Total</i>
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	0

IDEA eligibility determination

21. The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	0
a. Of these, the number who received an evaluation to determine IDEA eligibility	0
1. Of the children that received an evaluation, the number that were diagnosed with a disability	0
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	<i>System Calculates Total</i>
22. Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	0
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	0

Preschool disability services (HS and Migrant programs)

23. Number of children enrolled in the program who had an individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	0
a. Of these, the number who were determined eligible to receive special education and related services:	
1. Prior to this program year	0
2. During this program year	0
b. Of these, the number who have not received special education and related services	0

Infant and toddler Part C early intervention services (EHS and Migrant programs)

24. Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C agency to receive early intervention services under the IDEA	2
a. Of these, the number who were determined eligible to receive early intervention services:	
1. Prior to this program year	2
2. During this program year	0
b. Of these, the number who have not received early intervention services under IDEA	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)
Early Head Start

C. Child & Family Services

Preschool primary disabilities (HS and Migrant programs)	(1) Determined to have Disability	(2) Receiving Special Services
25. Diagnosed primary disability:		
a. Health impairment	0	0
b. Emotional disturbance	0	0
c. Speech or language impairment	0	0
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	0	0
l. Multiple disabilities, excluding deaf-blind	0	0
m. Deaf-blind	0	0

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

C. Child & Family Services

Education and Development Tools/Approaches

Screening

26. Number of all newly enrolled children since last year's PIR was reported	15
27. Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	0
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	0
28. The instrument(s) used by the program for developmental screening:	
a.	
b.	
c.	

Assessment

29. Approach or tool(s) used by the program for ongoing child assessment:	Locally designed
a.	No
b.	No
c.	No

Curriculum

30. Curriculum used by the program:	
a. For center-based services:	Locally designed
1.	No
2.	No
3.	No
b. For family child care services:	Locally designed
1.	No
2.	No
3.	No
c. For home-based services:	Locally designed
1.	No
2.	No
3.	No
d. For pregnant women services:	Locally designed
1.	No
2.	No
3.	No
e. For building on the parents' knowledge and skill (i.e. parenting curriculum)	Locally designed
1.	
2.	
3.	

Staff-child interaction observation tools

	Yes (Y)/ No (N)
31. Does the program routinely use classroom or home visit observation tools to assess quality?	No
32. If yes, classroom and home visit observation tool(s) used by the program:	Locally designed
a. Center-based settings	No
b. Home-based settings	No
c. Family child care settings	No

Community Services Of Northeast Tex

9700 - PIR Report (precalculated values and overrides)

Early Head Start

C. Child & Family Services

Family and Community Partnerships

Number of families

33. Total number of families:	13
a. Of these, the number of two-parent families	3
b. Of these, the number of single-parent families	10
34. Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g. biological, adoptive, stepparents)	13
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	9
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	0
b. Grandparents	0
c. Relative(s) other than grandparents	0
d. Foster parent(s) not including relatives	0
e. Other	0

Parent guardian education

35. Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	
a. An advanced degree or baccalaureate degree	1
b. An associate degree, vocational school, or some college	5
c. High school graduate or GED	6
d. Less than high school graduate	1

Employment, Job Training, and School

36. Total number of families in which at enrollment	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	7
1. Of these families, the number in which one or more parent/guardian is employed	7
2. Of these families, the number in which one or more parent/guardian is in job training (e.g. job training program, professional certificate, apprenticeship, or occupational license)	1
3. Of these families, the number in which one or more parent/guardian is in school (e.g. GED, associate degree, baccalaureate, or advanced degree)	1
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	6
37. Total number of families in which at end of enrollment:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	7
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	6
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	1
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	6
1. Of these families, the number of families that were also counted in C.36.a	1
2. Of these families, the number of families that were also counted in C.36.b	5

Community Services Of Northeast Tex

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Early Head Start

C. Child & Family Services

Military Families

38.a At least one parent/guardian is a member of the United States military on active duty	0
38.b At least one parent/guardian is a veteran of the United States military	0

	(1) At enrollment	(2) At end of enrollment year
Federal or other assistance		
39. The number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	0	0
40. Total number families receiving Supplemental Security Income (SSI)	3	2
41. Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	7	1
42. Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	10	1

	Services Received
Family Services	
43. The number of families who received the following program service to promote family outcomes:	
a. Emergency/crisis intervention such as addressing immediate need for food, clothing, or shelter	0
b. Housing assistance such as subsidies, utilities, repairs, etc.	0
c. Asset building services (e.g. financial education, debt counseling)	0
d. Mental health services	0
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a second language (ESL) training	0
h. Assistance in enrolling into an education or job training program	0
i. Research-based parenting curriculum	0
j. Involvement in discussing their child's screening and assessment results and their child's progress	0
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	0
l. Education on preventative medical and oral health	12
m. Education on health and developmental consequences of tobacco product use	0
n. Education on nutrition	11
o. Education on postpartum care (e.g. breastfeeding support)	0
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
44. Of these, the number that received at least one of the services listed above	12

Father engagement

45. Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family Assessment	11
b. Family goal setting	11
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, volunteering)	11
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	0

Community Services Of Northeast Tex

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Early Head Start

C. Child & Family Services

Homelessness Services

46. Total number of families experiencing homelessness that were served during the enrollment year	0
47. Total number of children experiencing homelessness that were served during the enrollment year	0
48. Total number of families experiencing homelessness that acquired housing during the enrollment year	0

Foster care and child welfare

49. Total number of enrolled children who were in foster care at any point during the program year	2
50. Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

Community Services Of Northeast Tex

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Early Head Start

D. Grant Level Questions

Intensive Coaching

1. The number of education and child development staff (i.e. teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	0
2. The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	0

Management Staff Salaries

	(1) Annual Salary	(2) Percent Funded by Head Start or Early Head Start	(3) Number of Management Staff in this Position
3. Management staff:			
a. Executive Director	0	0	0
b. Head Start and/or Early Head Start Director	0	0	0
c. Education Manager/Coordinator	0	0	0
d. Health Services Manager/Coordinator	0	0	0
e. Family & Community Partnerships Manager/Coordinator	0	0	0
f. Disability Services Manager/Coordinator	0	0	0
g. Fiscal Officer	0	0	0

**# of education
managers
/coordinators**

Education Management Staff Qualifications

4. Total number of education managers/coordinators	System Calculates T
a. Of these, the number of education manager/coordinators with a baccalaureate or advanced degree in early childhood education or a baccalaureate or advance degree and equivalent coursework in early childhood education with early education teaching experience	0
b. Of these, the number of education manager/coordinators that do not meet one of the qualifications in D.4.a	0
1. Of the education manager/coordinators in D.4.b, the number enrolled in a program that wo	0

**# of family
services staff**

Family Services Staff Qualifications

5. Total number of family services staff	1
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	1
b. Of these, the number that do not meet one of the qualifications described in D.5.a	0
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	0

**# of formal
agreements**

Formal Agreements for Collaboration

6. Total number of formal agreements with child care partners	0
7. Total number of LEAs in the service area	23
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	8
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	8



CSNT Head Start Program

2021 Self-Assessment Report - DRAFT

Date: 2-26-2021

Section 1. Introduction

Program description

Head Start and Early Head Start are two of several programs offered through Community Services of Northeast Texas, Inc. (CSNT). CSNT, a community action agency, has been providing Head Start services to eligible children in Northeast Texas since the 1960s. CSNT started providing Early Head Start services to eligible children in January of 2021. Total program funded enrollment for FY21-PY02 is 465 three-to-four-year-old Head Start children and 16 twelve-to-thirty-six-month Early Head Start children. There are eight Head Start locations within the four county service area of Bowie, Camp, Cass, and Morris Counties and one early Head location in Cass County only. Actual enrollment for PY02 is an average of 435 Head Start children and 14 Early Head Start children. The Office of Head Start (OHS) is allowing Program flexibility with enrollment due to the COVID-19 Pandemic. During the PY01 grant year Head Start served an average of 526 children. CSNT Head Start can serve more children than the funded enrollment due to partnerships with local education agencies. CSNT utilizes resources within the community to assist parents of enrolled children.

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. The Self-Assessment Team Leaders receive training on implementation of the Self-Assessment. They are trained on how to utilize the program data to check for systemic issues, document innovations and list any recommendations. The data used during the Self-Assessment is comprised of previous monitoring summaries, assessment data, and Program Information Reports. The Team Leaders are instructed on how to facilitate their teams through the data analyzation process for their assigned content areas.
2. The Self-Assessment Teams analyze data from the On-Going Monitoring System including Detailed Monitoring summaries.
 - 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 (4) 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. Each team completes an on-site visit, reviews documentation, and completes interviews. A summary of the Detailed Monitoring findings becomes a part of the Self-Assessment Team data packets.
3. Self-Assessment Teams analyze progress made on program goals/objectives as well as strengths and weaknesses of program 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. The Team documents systemic strengths along with any weaknesses. They also make recommendations concerning systemic issues and document any areas of innovation within the program.
4. Information from monitoring summaries is provided to the Self-Assessment Teams including Self-Assessment Summary Reports for each area of the program 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.
5. 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.
6. 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 & QI/ 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 criterion 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
11/16/2020	<i>Detailed OGM Leadership Meeting</i>	<ul style="list-style-type: none"> • <i>Update 2021 Detailed Monitoring Process</i> • <i>Create 2021 Self-Assessment Implementation Plan</i>
12/2/2020	<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>
2/8/2021	<i>Detailed OGM Meeting</i>	<ul style="list-style-type: none"> • <i>Discuss Detailed OGM Results</i> • <i>Approve Detailed OGM Summary</i>
2/25/2021	<i>Self-Assessment Committee Meeting</i>	<ul style="list-style-type: none"> • <i>Training on SA Process</i> • <i>Discuss Proposed 2021 Self-Assessment Implementation Plan</i> • <i>Approve 2021 Self-Assessment Implementation Plan</i>
3/10/2021	<i>Self-Assessment Committee Meeting</i>	<ul style="list-style-type: none"> • <i>Approve 2021 SA Program Report</i>
<i>Before 5/31/2021</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

- ✓ Technology plays an instrumental role in keeping CSNT Head Start and Early Head Start operating during the Pandemic. CSNT utilizes technology to hold virtual Policy Council meetings and to provide educational instruction, when needed. Technology is used to gather and analyze large amounts of program data. This Program data is tracked and monitored for accuracy on a regular, on-going basis. On-going Monitoring is a key element in providing high-quality services to children and families. Electronic management systems track and create reports that assist staff and governing bodies in making informed and knowledgeable decisions based on accurate information.
- ✓ CSNT Head Start/Early Head Start provided Protective Personal Equipment (PPE) to all sites along with sanitation devices during the Pandemic. Health and safety are key to CSNT families and employees. Wellness is promoted throughout the program including adding health supplies as part of transition bags that children receive as they transition into and out of the Program. With CARES Act Funding, families were provided bags that contained PPE along with toothbrushes and other health and wellness supplies.
- ✓ CSNT Head Start/Early Head Start implement a 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 (8) of the Head Start locations throughout the four-county service area. In each Head Start classroom, Head Start and State Guidelines are followed creating high quality services for each child and family. The Teachstone Platform is also being implemented to assist classroom staff with CLASS implementation.
- ✓ 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 for their jobs. All staff receive professional development that enables them to carry out their job duties more efficiently. Currently, 100% of CSNT Head Start Lead Teachers have at least a bachelor's degree. Management staff are instrumental in providing college-level, certified, classroom-based training to CSNT staff.
- ✓ All children in the program 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 create reports

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

- ✓ CSNT converted 51 Head Start slots into 16 Early Head Start slots. The Early Head Start Program is being implemented at the Hughes Springs Head Start Campus. The CSNT Community Assessment indicated a need for Early Head Start services in the service area and CSNT found an opportunity to convert these slots. The public school district decided to end a Head Start/Pre-K Partnership with CSNT due to the lack of space at the district. This enabled CSNT to convert the Head Start slots and start providing Early Head Start services.

Systemic Issues

- ✓ Implement methods to reach 10% disability funded enrollment by the end of January (45 CFR §1302.14(b))
- ✓ Implement safety practices that provide training, oversight, and correction at all facilities including School District Campuses (45 CFR §1302.47 (b)(1)(iv))
- ✓ Create orientation training with Family Engagement staff that addresses all the acronyms used by the program (45 CFR §1302.20)

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/Early Head Start utilizes technology to maintain quality throughout the Head Start/Early Head Start Program, especially during the COVID-19 Pandemic. The program implements Child Plus to track and monitor data, Ready Rosie to assist parents, Frog Street On-line Curriculum for students, web-based assessments and screeners, and ZOOM to keep staff, parents, and governing bodies connected on a regular basis.
- ✓ CSNT Head Start has implemented virtual instruction during the COVID-19 Pandemic. This instruction is provided by CSNT Head Start at standalone Campuses and through partnerships with the local school districts at School District Campuses. Virtual instructional is also being utilized for children who must be away from school due to health issues.

Progress in Meeting Program Goals and Objectives (Fall 2020)

Goals		Objective(s)
GOAL ONE: Strengthen comprehensive health services for Head Start children and their families.		81% of parents will obtain health requirements.
Completion Rate	66%	
GOAL TWO: Provide comprehensive school readiness.		63% of children will name upper and lowercase letter
Completion Rate	27%	
GOAL TWO: Provide comprehensive school readiness.		78% of children will sequence count to 50
Completion Rate	48%	
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 .16 Increase CO .20 Increase IS 1.41 Increase	
GOAL THREE: Increase parent involvement in the Head Start Program.		40% of parents will be involved in their child's education.
Completion Rate	80%	

Recommendations

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

- Add collaboration statement to LEA MOUs that indicates the 10% enrollment amount needed at each location
- Communicate with Campus staff the roles and responsibilities of the Mental Health Advocates and address better communication at the Campus level
- Add copies of all goals to the CSNT Website for staff access including the Program Goals, the School Readiness Goals and the Family and Community Engagement Goals

Governing Board Approval: (_____)

Policy Council Approval: (_____)

**Justification
Cost Allocation Plan Update
Grantee 06CH011282/02**

Date	Description
3/12/2021	CSNT updated the Agency Cost Allocation Plan to better represent the EHS Allocation: The updates include:
Area	Changes
Personnel	<ol style="list-style-type: none"> 1. EHS Allocations were lowered from 1%-2% to 0.5%. 2. (4) positions in Support Services that were taken out of EHS and would only allocate when they worked in the EHS Program.
Facilities/ Supplies	<ol style="list-style-type: none"> 1. EHS allocated expenses tied to facilities such as utilities, maintenance, etc. were lowered because they were tied to the personnel allocations 2. EHS allocated expenses tied to supplies such as computers, printers, copiers, etc. were lowered because they are tied to the personnel allocations



Community Services of Northeast Texas, Inc.



Cost Allocation Plan

Originally Effective December 1, 2011

*Revision 1 Effective August 1, 2012 • Revision 2 Effective December 2, 2012
Revision 3 Effective April 24, 2013 • Revision 4 Effective December 4, 2013
Revision 5 Effective December 3, 2014 • Revision 6 Effective December 1, 2015
Revision 7 Effective May 25, 2016 • Revision 8 Effective March 28, 2018
Revision 9 Effective 6/23/2020 • Revision 10 Effective January 26, 2021
Revision 11 Effective March 23, 2021*

OVERVIEW

Community Services of Northeast Texas, Inc. (CSNT) is a private non-profit corporation operating as a Community Action Agency and administering various federal and state funded programs providing assistance to low-income families in Northeast Texas.

The purpose of this Cost Allocation Plan is to summarize, in writing, the methods and procedures that CSNT will use to allocate costs to various programs, grants, contracts and agreements.

The OMB establishes the principles for determining costs of grants, contracts and other agreements with the Federal Government. CSNT's Cost Allocation Plan is based on the **Direct Allocation Method** described in 2 CFR Part 200. The Direct Allocation Method treats all costs as direct costs except general administration and general expenses.

Direct costs are those that can be identified specifically with a particular final cost objective. Indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective. CSNT does not use an Indirect Cost Rate. All allocable costs are allocated.

Only costs that are allowable, in accordance with the cost principles, will be allocated to benefiting programs by CSNT.

COST ALLOCATION APPROACH

The general approach of CSNT in allocating costs to particular grants and contracts is as follows:

- A. All allowable direct costs are charged directly to programs, grants, activity, and/or funding sources.
- B. Allowable direct costs that can be identified to more than one program are prorated individually as direct costs using a base most appropriate to the particular cost being prorated.
- C. All other allowable general and administrative costs (costs that benefit all programs and cannot be identified to a specific program) are allocated to programs, grants, and/or funding sources using a method or a pool that results in an equitable distribution.

This Cost Allocation Plan (the Plan) is effective as of the revision date specified on the cover page, and replaces all prior versions. This entire document shall be reviewed periodically, but no less frequently than bi-annually. Other aspects of the plan are reviewed semi-annually.

DEFINITIONS

Administrative Cost: An expense related to controlling and directing the Agency, but not directly assignable to a specific program service delivery.

Assignable Direct Cost: A cost that can be identified specifically with a particular award, project, service, or other direct activity of an organization. Costs identified specifically with awards are considered direct costs of the award and are assigned directly.

Base Period: A particular time period for which data is gathered and used as a benchmark against which data from other periods is measured.

Central Service Cost Allocation Plan: Documentation identifying, accumulating, and allocation or developing billing rates based on allowable costs of services provided by an entity on a centralized basis to its programs, departments, awards, or cost categories.

Cost Allocation: The distribution or sharing of a cost or expenditure which benefits more than one effort or program objective. Cost allocation allows entities/programs to distribute costs among programs and cost categories.

Cognizant Agency: The Federal agency, defined by 48CFR 2.101, responsible for negotiating and approving the indirect cost rate for a non-profit organization on behalf of all the organization's Federal funding agencies.

Cost Objective: A function or other activity for which cost data is recorded and for which provision is made to accumulate those costs for a specific or common goal.

Direct Cost: A cost that benefits a single cost objective. These costs may be charged directly to federally supported or other programs against which the cost is finally assigned. Direct costs may be charged to cost objectives used for the accumulation costs pending distribution to Federal programs and other final cost objectives. Any direct cost of a minor nature may be treated as an indirect cost for reasons of practicality where such accounting treatment for that item of cost is consistently applied to all cost objectives.

Unassignable Direct Cost: A cost that can be identified with a specific cost category but not by a specific title. These costs may be pooled and subsequently allocated based on some accepted measure of benefits received.

COST ALLOCATION PRINCIPLES

The GAAP matching principle will be followed in determining an allocation basis. The base will be drawn from the same period in which the costs to be allocated have been incurred.

The GAAP materiality principle will be followed in the allocation process. The complexity of the base and the time and effort to pool and allocate costs will not exceed the materiality of the costs involved. The base will be simple enough to be an efficient accounting method while still attaining a fair and equitable distribution of costs.

Allowable Costs

All costs will be evaluated to ensure they are:

- Necessary and reasonable
- Authorized by the grant or program
- Allocable to the grant or program
- Accorded consistent treatment
- Consistent with any statutory or contractual limitations
- An appropriate charge for the affected period
- Net of all applicable credits
- Not duplicated in any other program, grant or category
- Not included as match for another Federal program (unless statutorily allowed)
- Supported with adequate documentation

Reasonable

All cost to be considered reasonable shall be:

- Ordinary and necessary
- Reflect no material deviations from established practices

Allocable

Prior to allocation, all costs will be evaluated to ensure they:

- Are incurred specifically for the contract or project
- Are the total costs and net of all applicable credits
- Are joint cost which benefit, more than one cost objective
- Are allocated to each cost objective to the extent of benefits received by such objective

Cost Allocation Bases

The following bases are deemed unacceptable and will not be used by CSNT for final Allocations:

- Budget Basis: Plans, budgets or estimates of future effort or cost
- Funding Basis: Relative funds available to allocate unassigned direct costs
- Job Description Basis: Job Descriptions to allocate staff costs
- Pre-Determined Hours Basis: Fixed or pre-determined number of staff hours assigned to an activity to allocate staff costs

Estimates

Estimates shall be used to initially allocate costs pending the determination of final numbers for the allocation basis. The estimates will be reviewed on a semi-annual basis, along with the appropriate program information, to ensure final numbers do not materially deviate from the estimates. If no material deviations from the estimated amounts have occurred, then no adjustments will be required. Material deviations are defined as those greater than 25% plus or minus the variance between the estimate and the final amount. Variances of \$5,000 or more shall be considered reasonable cause for adjustment. Variances of a lesser amount shall be considered necessary only when aligning budgets, close-outs, or when such action shall improve the fiscal health of the agency.

ALLOCATION OF COSTS

The following documents the methodology for allocating costs:

SALARIES

Administrative Positions

Allocations are based on a time allocation study conducted from December 9, 2018 to March 2, 2019. This time study is the basis for the estimating payroll expenditures for this group of allocated employees. (Minor adjustments may exist due to specific grant policies related to individual funding sources.) Programs were added and programs were deleted since the previous methodology sweep. Thus some calculations may be estimated for new programs.

Position	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
Executive Director	38.0%	0.0%	62%	0%	0%	0%	100%
Deputy Executive Director	0.0%	0.0%	50%	50% *	0%	0%	100%
Human Resources Director	87.5%	0.5%	12%	0%	0%	0%	100%
Chief Financial Officer	78.5%	0.5%	9%	12%	0%	0%	100%
Executive Assistant	49.0%	0.0%	51%	0%	0%	0%	100%
Assistant Finance Director	75.5%	0.5%	9%	15%	0%	0%	100%
Coding Specialist	0.0%	0.0%	0%	0%	0%	0%	0%
Payroll Specialist / IT Coord.	71.5%	0.5%	16%	12%	0%	0%	100%
AP Clerk	48.5%	0.5%	16%	35%	0%	0%	100%
Dir. Self-Sufficiency Programs	0.0%	0.0%	50%	50% *	0%	0%	100%
Director Energy Programs	0.0%	0.0%	6%	82% *	12%	0%	100%
General Support Staff	0.0%	0.0%	100%	0%	0%	0%	100%

Service Department

Expenditures for the Service Department are recorded based on allocation of resources and personnel to each program at the time service is rendered. As a planning figure, and for those instances where Service Department personnel are

not directly involved in service to a particular program, the following allocation is utilized:

Position	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
Agency Transportation Coordinator	88.00%	0.00%	12%	0%	0%	0%	100%
Facilities Maintenance	99.00%	**	1%	0%	0%	0%	100%
Service Manager	67.00%	**	33%	0%	0%	0%	100%
General Support Staff DN	93.00%	**	7%	0%	0%	0%	100%
General Support Staff CH	0.00%	0.00%	50%	50% *	0%	0%	100%
General Support Staff WB	0.00%	0.00%	100%	0% *	0%	0%	100%
IT Coordinator (DC)	64.00%	**	26%	10% *	0%	0%	100%
IT Specialist (KJ)	64.00%	**	26%	10% *	0%	0%	100%

** allocation will be based on actual time as recorded on 211

Case Management / Assistance Staff

Position	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
Case Manager	0%	0%	15%	85% *	0%	0%	100%
Case Manager Assistant HH	0%	0%	15%	85% *	0%	0%	100%
Intake Specialist	0%	0%	15%	85% *	0%	0%	100%
GSS	0%	0%	20%	80% *	0%	0%	100%
GSS (Payee)	0%	0%	12%	88% *	0%	0%	100%
GSS (TBRA)	0%	0%	90%	10% *	0%	0%	100%

RENTAL SPACE, BUILDING INSURANCE, UTILITIES, PEST CONTROL, BUILDING MAINTENANCE, AND BUILDING REPAIRS

Rental space, building insurance, utilities, pest control, building maintenance, and building repairs are recorded as direct costs supported by agreements and invoices for program specific locations. Where facilities are shared, such as the administrative office facility, the allocation will be determined by the percentage of each program's usage of space based on the square footage of the areas used. The conference room will be allocated based on an allocation of room usage by programs. Individual offices are allocated based on the occupant's salary allocation as described in the preceding sections. A current lease agreement and the occupied space plan will support these charges. Square footage usage of the administrative office facilities results in the following allocation. (Exhibit 1)

	HS	EHS	CSBG	CEAP	VSN	Other	Total
Allocation Percentages	34.00%	0.00%	40.00%	26.00%*	0.00%	0.00%	100.00%

TRAVEL

Travel expenses are recorded as direct costs when said expenses are allocable to a specific program. In cases where travel expenses are not program specific, travel is allocated in accordance with the traveler's salary allocation percentages.

PRINTING AND PUBLICATION

Copier lease payment and monthly charges are allocated by program count readings obtained from the copier on a monthly basis. Support for this line item is an invoice supported by the appropriate calculations. The following percentages are based on copier readings in the research period.

304 E Houston

Expense	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
	10%	0%**	82%	7%*	1%	0%	100%

123 S. Kaufman

Expense	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
	75%	0%**	21%	4%*	0%	0%	100%

TELEPHONE

Telephone expenses, including cellular telephones, are direct costs when program specific. Cellular telephone expenses are recorded based on the assignee's salary allocation. Other telephone expenses, such as telephone equipment and local and long-distance charges are allocated based on the number of employees in the program. (Exhibit 2b)

Expense	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
Telephone	61%	1%	21%	17%*	0%	0%	100%

AUDIT, CONTRACTUAL, AND LEGAL

Audit, contractual, and legal expenses are direct costs when program specific. The cost will be billed according to the estimated hours spent for each program.

Expense	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
Audit and Contractual	50%	0%	25%	25%*	0%	0%	100%

POSTAGE

Postage expenses are recorded as a direct cost when program specific. When postage is purchased, a direct usage report, generated by the postage log, will be used to allocate the cost.

INTERNET EXPENSE

Internet access expenses are recorded as direct costs when program specific. Allocations are based on the total number of computers assigned in the applicable office and the salary allocation of each assignee. (Exhibit 3)

Expense	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
Internet	77%	0%	20%	3%*	0%	0%	100%

SUPPLIES

Office supply expenses are recorded as direct costs when purchased for a specific program. Allocated supply expenditures are recorded based on the total number of employees within each program applicable to the allocation. (Exhibit 2b)

Expense	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
Supplies	64%	0%	21%	15%*	0%	0%	100%

OTHER EXPENSES

All other expenses are recorded as direct costs when program specific. When expenses are general in nature, allocations will be made based on a method which is either:

- delineated elsewhere in this document
- in compliance with OMB Circulars
- allowable, allocable, and reasonable

* CEAP Expenses are direct costs to Admin and Program Support where possible. Costs which cannot be distinguished will be charged at a default rate of 20% Admin / 80% Program Support.

** There is no data available at this time to determine this percentage

Exhibit 1
RENTAL SPACE, UTILITIES, BUILDING INSURANCE, PEST CONTROL, BUILDING
MAINTENANCE, AND BUILDING REPAIRS

ADMIN COMPLEX	Sq. Feet	HS	EHS	CSBG	CEAP	VSN	Other	Total
<u>BUILDING A</u>								
Conference Room	484.0	203.3	0.0	183.9	96.8	0.0	0.0	484.0
Used by: programs		42.0%	0.0%	38%	20%	0%	0%	100%
Conference Closet	154.0	89.3	0.0	64.7	0.0	0.0	0.0	154.0
Used by: programs		58.0%	0.0%	42%	0%	0%	0%	100%
IT Coordinator Office	374.0	239.4	0.0	97.2	37.4	0.0	0.0	374.0
Used by: Brian Chambers		64.00%	0.00%	26%	10%	0%	0%	100%
IT Coord Office Closet	75.0	48.0	0.0	19.5	7.5	0.0	0.0	75.0
Used by: Brian Chambers		64.00%	0.00%	26%	10%	0%	0%	100%
IT Coordinator Office	84.0	53.8	0.0	21.8	8.4	0.0	0.0	84.0
Used by: Kyonte Jackson		64.00%	0.00%	26%	10%	0%	0%	100%
Media Room	192.0	19.2	0.0	96.0	76.8	0.0	0.0	192.0
Common Area (copier)		10%	0%	50%	40%	0%	0%	100%
Reception Area	345.0	0.0	0.0	69.0	276.0	0.0	0.0	345.0
Used by: GSS (LO)		0%	0%	20%	80%	0%	0%	100%
Restroom 1	56.0	5.6	0.0	25.2	25.2	0.0	0.0	56.0
Used by: programs		10%	0%	45%	45%	0%	0%	100%
Restroom 2	30.0	3.0	0.0	13.5	13.5	0.0	0.0	30.0
Used by: programs		10%	0%	45%	45%	0%	0%	100%
Hallway	72.0	7.2	0.0	32.4	32.4	0.0	0.0	72.0
Used by: programs		10%	0%	45%	45%	0%	0%	100%
Office A	97.5	0.0	0.0	87.8	9.8	0.0	0.0	97.5
Used by: GSS (TBRA)		0%	0%	90%	10%	0%	0%	100%
Office B	165.0	0.0	0.0	29.7	135.3	0.0	0.0	165.0
Used by: County Coordinator		0%	0%	18%	82%	0%	0%	100%
Office C	82.5	0.0	0.0	9.9	72.6	0.0	0.0	82.5
Used by: GSS (Payee Pgrm)		0%	0%	12%	88%	0%	0%	100%
Office D	143.0	95.8	0.0	47.2	0.0	0.0	0.0	143.0
Used by: Service Manager		67%	0%	33%	0%	0%	0%	100%
Office E	165.0	16.5	0.0	82.5	66.0	0.0	0.0	165.0
Used by: programs (mail)		10%	0%	50%	40%	0%	0%	100%
Total Square Feet	2519.0	781.0	0.0	880.3	857.7	0.0	0.0	2519.0
Allocation Percentages		31%	0%	35%	34%	0%	0%	100%

Exhibit 1 (continued)
RENTAL SPACE, UTILITIES, BUILDING INSURANCE, PEST CONTROL, BUILDING MAINTENANCE, AND BUILDING REPAIRS

		HS	EHS	CSBG	CEAP	VSN	Other	
BUILDING B (vsN/HS)	480.0	235.2	0.0	244.8	0.0	0.0	0.0	480.0
Used by: programs		49%	0%	51%	0%	0%	0%	100%
BUILDING C (Pantry)	200.0	0.0	0.0	200.0	0.0	0.0	0.0	200.0
Used by: programs		0%	0%	100%	0%	0%	0%	100%
BUILDING D (ROC)	200.0	170.0	0.0	26.0	4.0	0.0	0.0	200.0
Used by: programs		85%	0%	13%	2% *	0%	0%	100%
BUILDING E	200.0	0.0	0.0	24.0	176.0	0.0	0.0	200.0
Used by: programs		0.0%	0.0%	12%	88% *	0%	0%	100%
BUILDING F (Offices)	448.0	0.0	0.0	156.8	291.2	0.0	0.0	448.0
Used by: Kisha, Julia		0%	0%	35%	65% *	0%	0%	100%
Combined Allocation of Above		26.80%	0.00%	42.20%	31.00% *	0%	0%	100.00%

Exhibit 1b
RENTAL SPACE, UTILITIES, BUILDING INSURANCE, PEST CONTROL, BUILDING MAINTENANCE, AND BUILDING REPAIRS

COMMUNITY BUILDING		HS	EHS	CSBG	CEAP	VSN	Other	100%
Linden (301 E Houston)		0%	0%	50%	50%	0%	0%	9000.0
Sq Ft >	2000.0	0	0.0	1000.0	1000.0	0.0	0.0	100%
Allocation percentages >		0%	0%	50%	50% *	0%	0%	
EAST TEXAS ENRICHMENT CENTER								
Jefferson (510 E Bonham)		0%	0%	50%	50%	0%	0%	100%
Sq Ft >	9000.0	0	0	4500	4500	0	0	9000
Allocation percentages >		0%	0%	50%	50% *	0%	0%	100%
DEPOT								
Texarkana (Broach St.)		90%	0%	10%	0%	0%	0%	100%
Sq Ft >	8000.0	7200	0.0	800.0	0.0	0.0	0.0	8000
Allocation percentages >		90%	0%	10%	0%	0%	0%	100%
HUGHES SPRINGS HS/EHS								
903 E 1st Street		87.00%	13.00%	0.00%	0%	0%	0%	100%
Sq Ft >	6936.0	6034.32	901.68	0	0	0	0	6936
Allocation percentages >		87.00%	13.00%	0.00%	0.00%	0.00%	0.00%	100%

Exhibit 1b
RENTAL SPACE, UTILITIES, BUILDING INSURANCE, PEST CONTROL, BUILDING
MAINTENANCE, AND BUILDING REPAIRS

KAUFMAN 1st FLOOR	HS	EHS	CSBG	CEAP	VSN	Other	Total
Chief Financial Officer	78.5%	0.5%	9%	12%	0%	0%	100%
Assistant Finance Director	75.5%	0.5%	9%	15%	0%	0%	100%
AP Clerk	48.5%	0.5%	16%	35%	0%	0%	100%
Payroll Specialist Office	71.5%	0.5%	16%	12% *	0%	0%	100%

Sq Ft >	921.0	626.28	4.6	115.1	170.4	0.0	0.0	916.4
Allocation percentages >	68.0%	0.5%	12.5%	18.5% *	0%	0%	100%	

KAUFMAN BASEMENT	HS	EHS	CSBG	CEAP	VSN	Other	Total
Transportaion Coordinator	88%	0%	12%	0%	0%	0%	100%
Facilities Maintenance	99%	**	1%	0%	0%	0%	100%
General Support Staff WB	0%	0%	100%	0%	0%	0%	100%
General Support Staff CH	0%	0%	50%	50%	0%	0%	100%
General Support Staff DN	93%	**	7%	0%	0%	0%	100%

Sq Ft >	537.0	300.72	0.0	182.6	53.7	0.0	0.0	537.0
Allocation percentages >	56%	0%	34%	10% *	0%	0%	100%	

KAUFMAN 2nd FLOOR	HS	EHS	CSBG	CEAP	VSN	Other	Total
Executive Director Office	38.0%	0.0%	62%	0%	0%	0%	100%
Executive Director Closet	38.0%	0.0%	62%	0%	0%	0%	100%
Executive Assistant	52.0%	0.0%	48%	0%	0%	0%	100%
Executive Director Conf. R	38.0%	0.0%	62%	0%	0%	0%	100%
Executive Deputy Dir Off	0.0%	0.0%	50%	50% *	0%	0%	100%
HR Director Office	87.5%	0.5%	12%	0%	0%	0%	100%
HR Director File Storage	87.5%	0.5%	12%	0%	0%	0%	100%
HR Training Room	87.5%	0.5%	12%	0%	0%	0%	100%

Sq Ft >	1645	888.3	0	658	102.8125	0%	0%	1649.1
Allocation percentages >	54.00%	0.00%	40.00%	6% *	0%	0%	100%	

Kaufman Building - entire building allocation

	HS	EHS	CSBG	CEAP	
2nd	54%	0.0%	40.0%	6%	100%
1st	68.0%	0.5%	12.5%	18.5%	100%
Basement	56%	0.0%	34%	10%	100%
	<u>178%</u>	<u>1%</u>	<u>87%</u>	<u>35%</u>	
	59%	0%	29%	12% *	100%

**EXHIBIT 2a
ALL EMPLOYEES BY GRANT**

Grant	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
Number of Employees	101	0	10	7		0	118
Each employee is counted only once (county by default payroll program)							
Percentages	86%	0%	8%	6%	0%	0%	100%

**EXHIBIT 2b
EMPLOYEES USING PHONE/INTERNET BY GRANT**

Grant	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
HSMB	12	0	0	0	0	0	12
304 E Houston	2	0	2.8	4.2	0	0	9
123 S Kaufman	7.3	0.1	3.4	1.2	0	0	12
	<u>19.4</u>	<u>2</u>	<u>7.5</u>	<u>6.1</u>	<u>0</u>	<u>0</u>	<u>35</u>

Allocated employees may be counted for each program they are paid from

Percentages	61%	1%	21%	17%	0%	0%	100%
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**EXHIBIT 3
ADMINISTRATIVE STAFF COMPUTERS**

Position	Head Start	EHS	CSBG	CEAP	VSN	Other	Total
Executive Director	38.0%	0.0%	62%	0%	0%	0%	100%
Deputy Executive Director	0.0%	0.0%	50%	50%	0%	0%	100%
Head Start Director	99.5%	0.5%	0%	0%	0%	0%	100%
Human Resources Director	87.5%	0.5%	12%	0%	0%	0%	100%
Chief Financial Officer	78.5%	0.5%	9%	12%	0%	0%	100%
Service Manager	67.0%	0.0%	33%	0%	0%	0%	100%
Executive Assistant	52.0%	0.0%	48%	0%	0%	0%	100%
HS Program Manager	99.5%	0.5%	0%	0%	0%	0%	100%
Assistant Finance Director	75.5%	0.5%	9%	15%	0%	0%	100%
AP Clerk	48.5%	0.5%	16%	35%	0%	0%	100%
Payroll / IT	71.5%	0.5%	16%	12%	0%	0%	100%
Facilities Maintenance	99.0%	0.0%	1%	0%	0%	0%	100%
HS Program Monitor	99.5%	0.5%	0%	0%	0%	0%	100%
Project Coordinator	99.5%	0.5%	0%	0%	0%	0%	100%
General Support Staff (LO, JR)	0.0%	0.0%	20%	80%	0%	0%	100%
General Support Staff	0.0%	0.0%	50%	50%	0%	0%	100%
Practice Based Coach	99.5%	0.5%	0%	0%	0%	0%	100%
Family Service Administrator	99.5%	0.5%	0%	0%	0%	0%	100%
Health Coordinator	99.5%	0.5%	0%	0%	0%	0%	100%
Content Area Assistant	99.5%	0.5%	0%	0%	0%	0%	100%
Head Start Nutrition Manager	99.5%	0.5%	0%	0%	0%	0%	100%
Disability/Mental Health Specialist	99.5%	0.5%	0%	0%	0%	0%	100%
Coding Specialist	0.0%	0.0%	0%	0%	0%	0%	0%
Curriculum Director	99.5%	0.5%	0%	0%	0%	0%	100%
Agency Transportation Coordinator	85.0%	0.0%	15%	0%	0%	0%	100%
Case Mgr Prgm Specific (VSN)	0.0%	0.0%	100%	0%	0%	0%	100%
Case Mgr Prgm Specific (Payee)	0.0%	0.0%	12%	88%	0%	0%	100%
Case Mgr Prgm Specific (TBRA)	0.0%	0.0%	90%	10%	0%	0%	100%
Director of Self-Sufficiency Programs	0.0%	0.0%	50%	50%	0%	0%	100%
Director of Energy Programs	0.0%	0.0%	6%	82% *	12%	0%	100%
	1797%	8%	599%	402%	12%	0%	2900%
Total Percentage	62.0%	1.0%	21.5%	14.0%	0.0%	0.0%	99%

Justification
Head Start/Early Head Start
1.22% COLA Increase
Grantee 06CH011282/02

Date	Description
3/23/2021	CSNT Head Start is requesting approval to submit a Supplemental Grant Application for Head Start COLA (\$47,234) & Early Head Start COLA (\$2,788) 1.22% COLA Funding = \$50,022

1.22% COLA Funding

Increase staff salaries 1.22% and increase the base rate for the following Job Titles:

- CLASS Specialist \$.25 per hour increase all levels
- Practice-Based Coach \$.25 per hour increase all levels
- Content Area Assistant \$1.50 per hour increase all levels
- Head Start Office Coordinator \$2.00 per hour increase
- Project Coordinator \$.50 per hour increase all levels
- Campus Director \$.15 per hour increase all levels
- Lead Teacher (Working on Degree/Associates Degree) \$.50 per hour increase
- Lead Teacher (Bachelor's degree/Master's Degree) \$.10 per hour increase
- Lead Teacher (Certified Bachelor's degree/Master's Degree) \$.32 per hour increase
- Teaching Assistant \$.25 per hour increase all levels
- Family Service Worker – average of \$.50 per hour increase all levels (make the base pay to even dollar amounts or half-dollar amounts)
- Executive Director – Does not get COLA increases

# of employees receiving 1.22% COLA	Estimated annual Increase to Personnel Budgets	Estimated annual Increase to Fringe Budget	Estimated Total Increase to Head Start Budget
96	\$38,017	\$12,005	\$50,002

Additional Increases Above COLA -EHS Additional Duties

Head Start Director - \$.42 per hour	Curriculum Director - \$.50 per hour
Program Manager - \$.35 per hour	Family Service Administrator - \$.23 per hour
Nutrition Manager - \$.50 per hour	
Program Monitor - \$.50 per hour	

**CSNT Head Start 2020-2021 Program Goals
Progress Report**

Program Goal 1: Strengthen comprehensive Health Services for Head Start Children and their families.					
Year Two Objective One Outcome: 81% of parents will obtain health requirements					
Fall Progress	66%	Winter Progress	75%	Spring Progress	
Program Goal 1 Challenges: Parents willingness to go to health providers due to COVID-19					

Program Goal 2: Provide Comprehensive School Readiness.					
Year Two Objective One Outcome: 63% of children will name upper and lowercase letters					
Fall Progress	27%	Winter Progress	53%	Spring Progress	
Program Goal 2 Challenges: Classroom changes due to COVID-19.					

Program Goal 2: Provide Comprehensive School Readiness.					
Year Two Objective Two Outcome: 78% of children will sequence count to 50					
Fall Progress	48%	Winter Progress	67%	Spring Progress	
Program Goal 2 Challenges: Classroom changes due to COVID-19.					

Program Goal 2: Provide Comprehensive School Readiness.					
Year Two Objective Three Outcome: .5 increase in CLASS Emotional Support (ES) and Classroom Organization (CO) and .2 increase in Instructional Support (IS)					
Fall Progress	ES .16 Increase CO .20 Increase IS 1.41 Increase	Winter Progress	ES .43 Increase CO .40 Increase IS .59 Increase	Spring Progress	
Program Goal 2 Challenges: Classroom changes due to COVID-19.					

Program Goal 3: Increase Parent Involvement in the Head Start Program.					
Year Two Objective One Outcome: 40% of parents will be involved in their child's education					
Fall Progress	49%	Winter Progress	48%	Spring Progress	
Program Goal 3 Challenges: Parents ability to participate in activities due to COVID-19					

Parent, Family, and Community Engagement Framework School Readiness Goals 2020-2021

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

Objective: 85% of all students will complete health requirements. **-78.75%**

Action Steps:

1. 85% compliance of all EPTSD physical requirements. **85%**
2. 90% Compliance on initial physicals. **81%**
3. 85% Compliance on all six month dentals. **73%**
4. 85% compliance on lead and hemoglobin. **76%**

2. Goal: Parents will increase family engagement skills.

Objective: 80% of Parents will participate in Family Engagement Activities. **-61%**

Action Steps:

1. 40% Parent Meeting Attendance **13%**
2. 75% participation in Literacy Program/Walk Across Texas. – **100%**
3. 100% of parents needing a GED will receive information/resources to complete GED program. **100%**
4. 80% Ready Rosie Parent Participation-**31%**

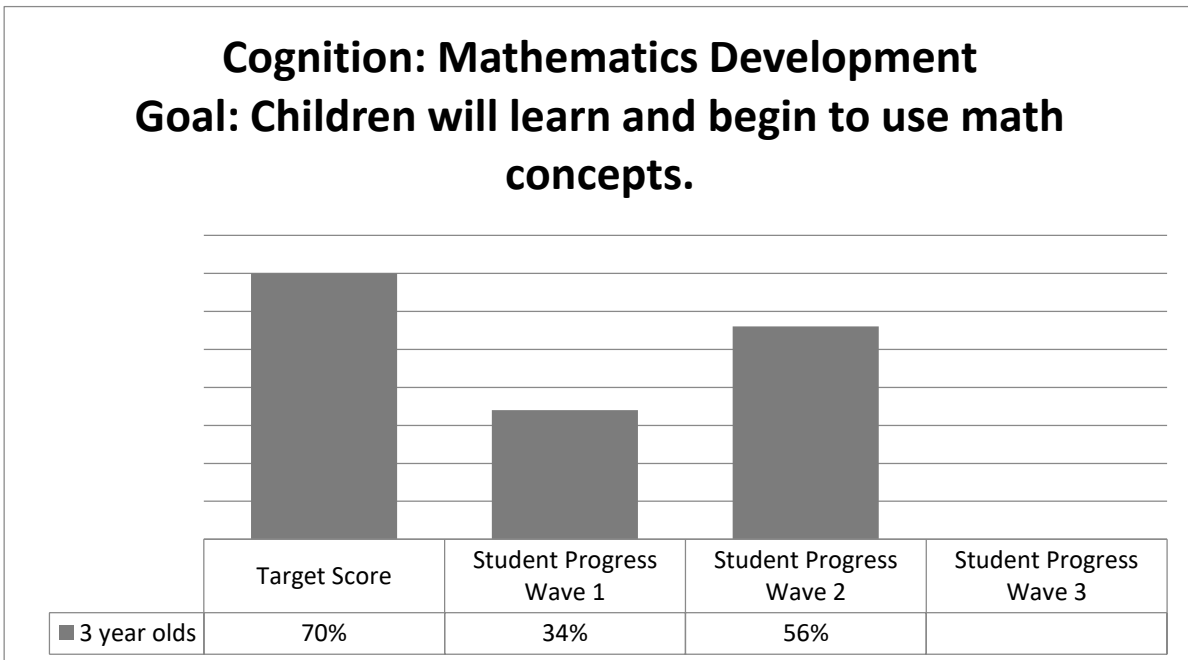
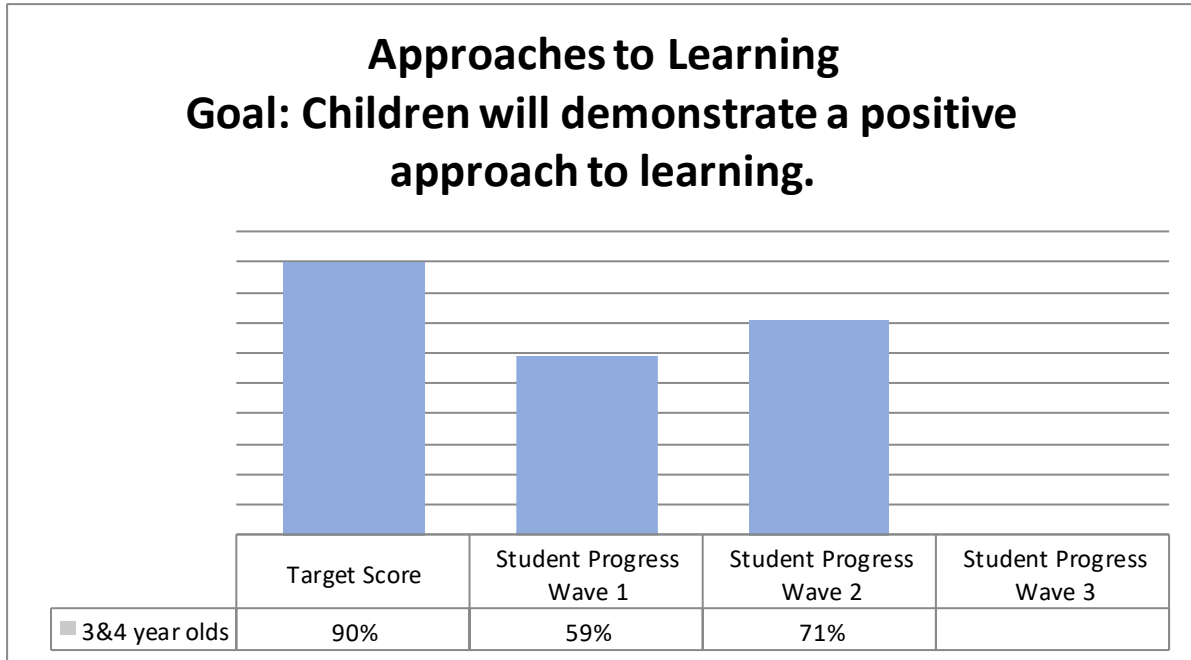
3. Goal: Parents will be prepared for transition into Kindergarten.

Objective: 80% of parents will complete activities that will ensure their child is ready to transition to ISD campus. **65.5%**

Action Steps:

1. 85% parent participation in Home Visits and Parent Teacher Conferences.- **100%**
2. 80% completion of home activities. **31%**
3. 40% participation at the end of the year transition parent meeting. **-NA**

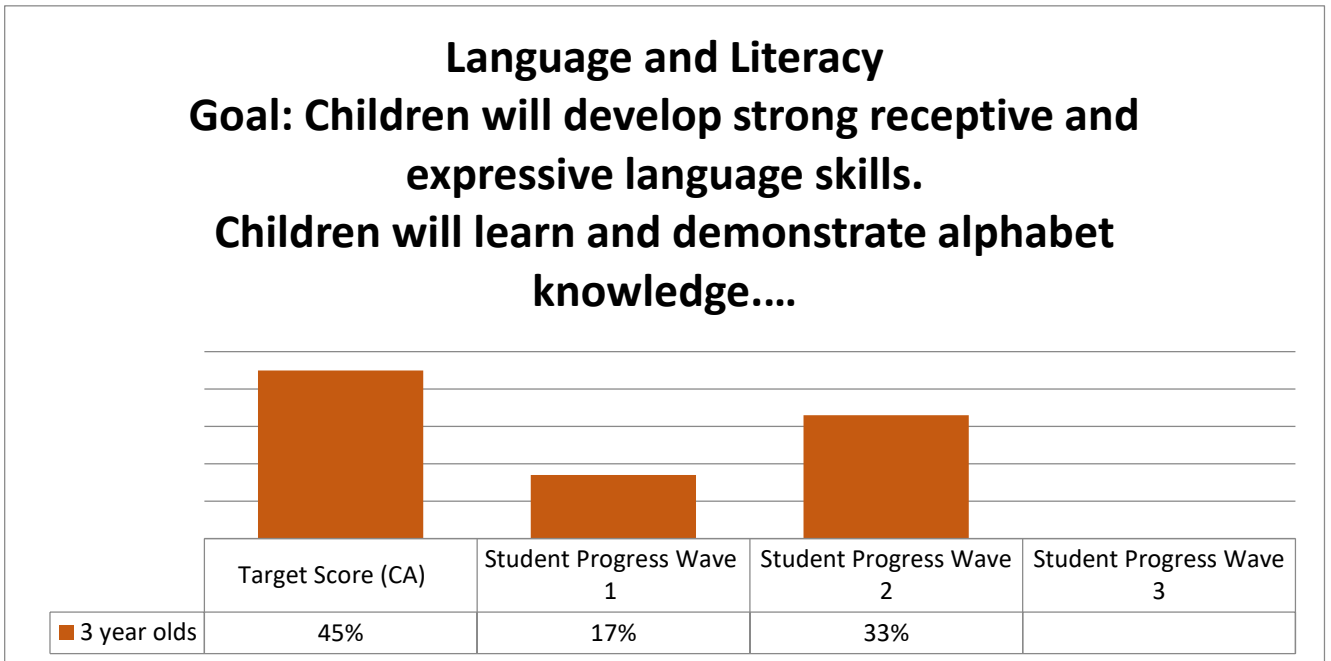
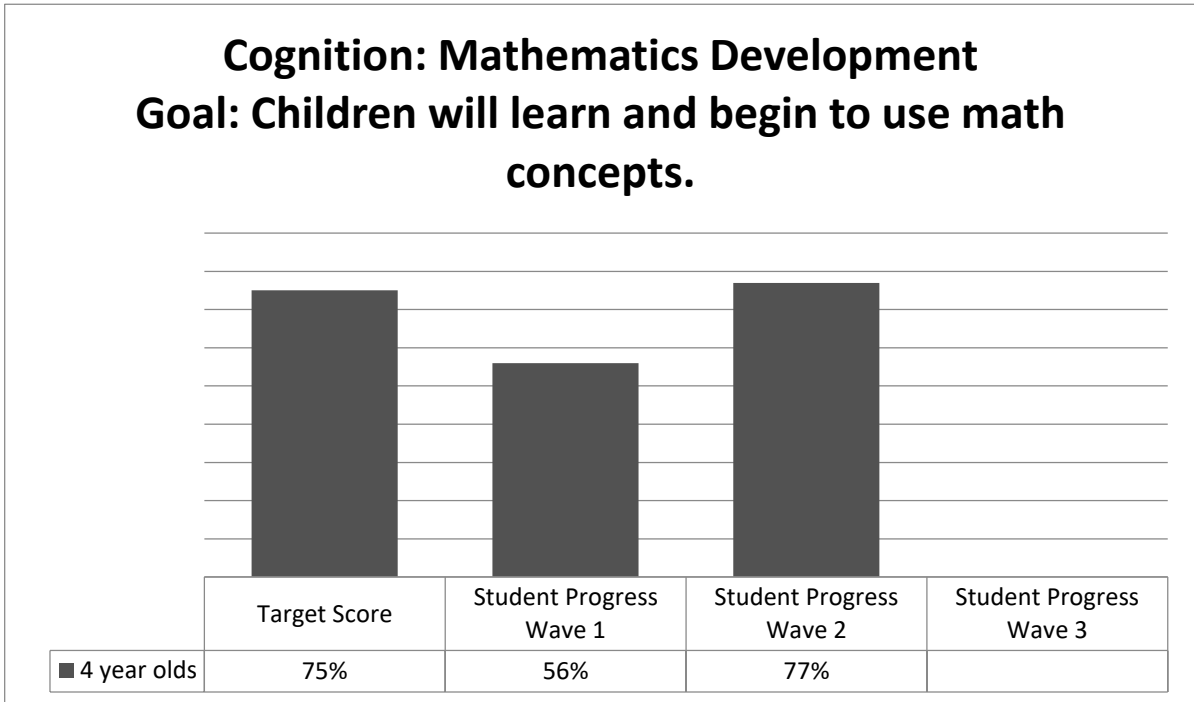
CSNT Head Start
School Readiness Performance Data Report
2020-2021



CSNT Head Start

School Readiness Performance Data Report

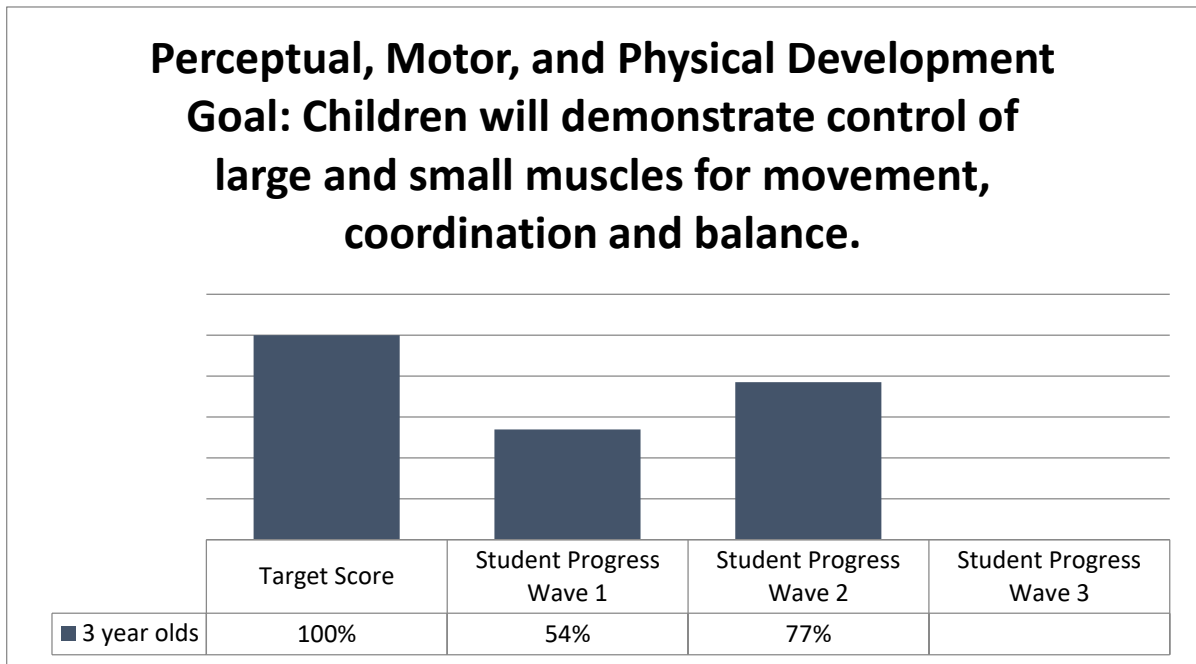
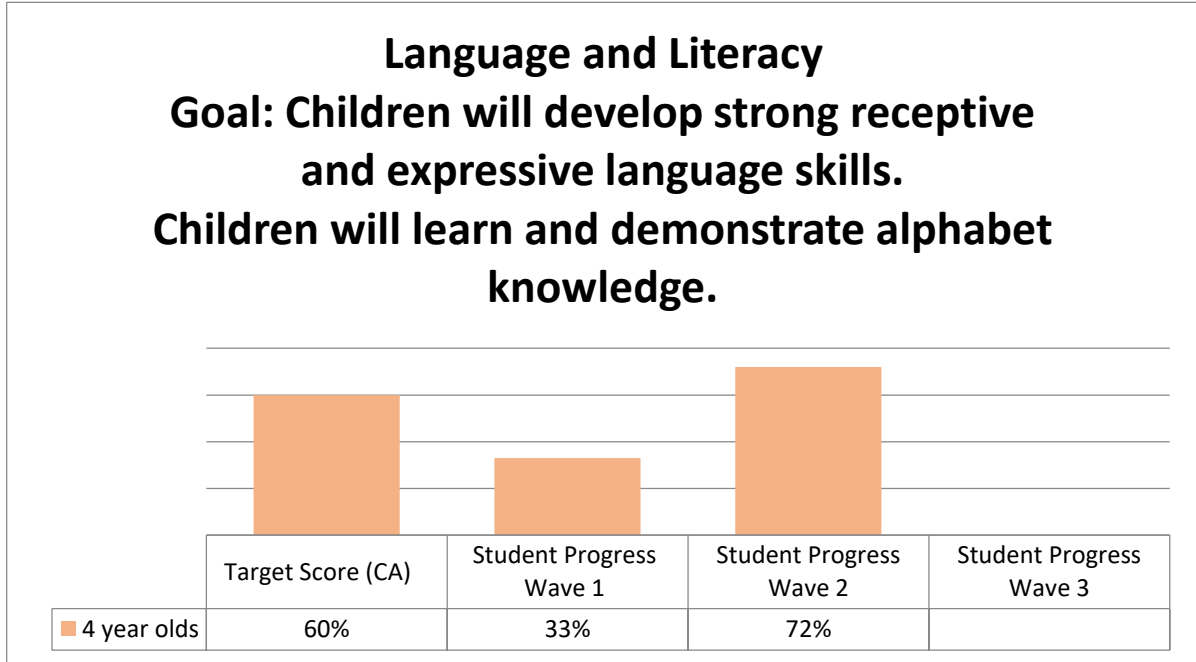
2020-2021



CSNT Head Start

School Readiness Performance Data Report

2020-2021



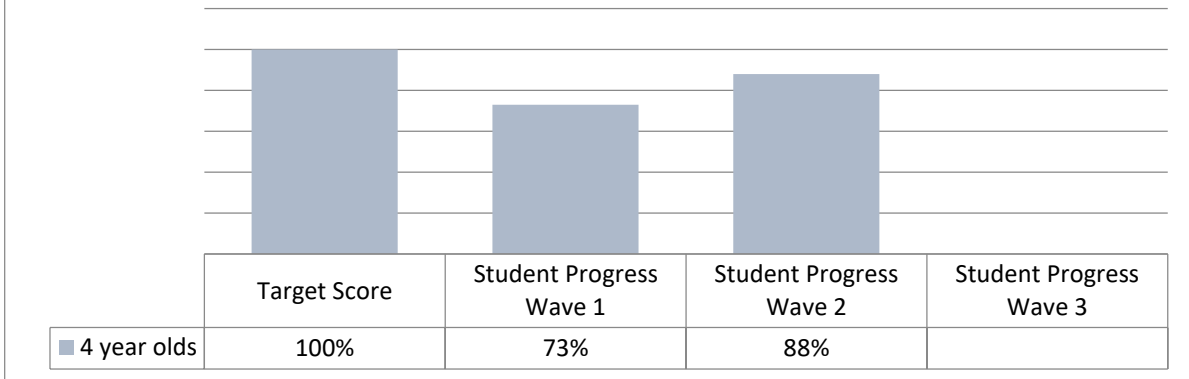
Percentages are based on actual data from Frog Street/Circle Assessment.

CSNT Head Start

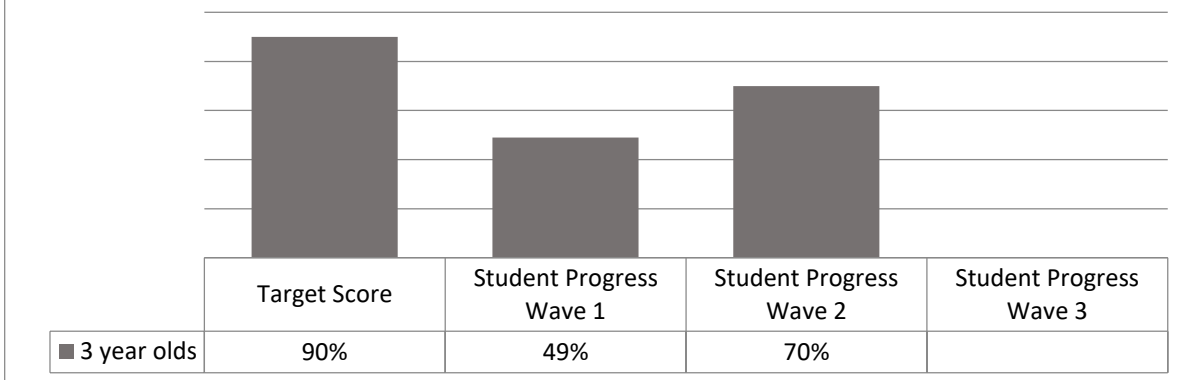
School Readiness Performance Data Report

2020-2021

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.

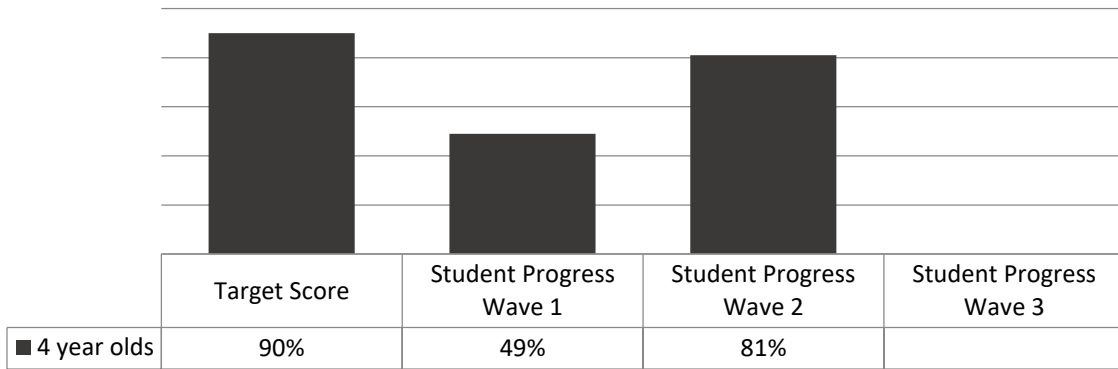


CSNT Head Start

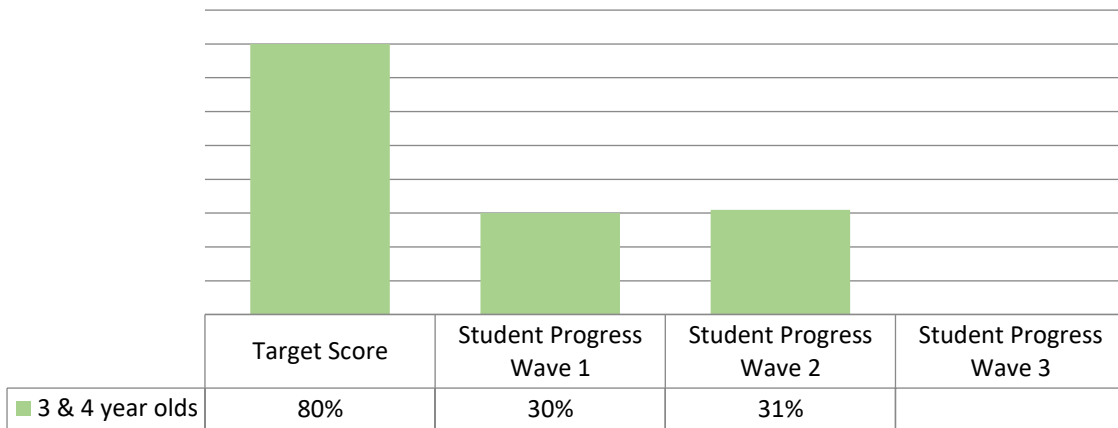
School Readiness Performance Data Report

2020-2021

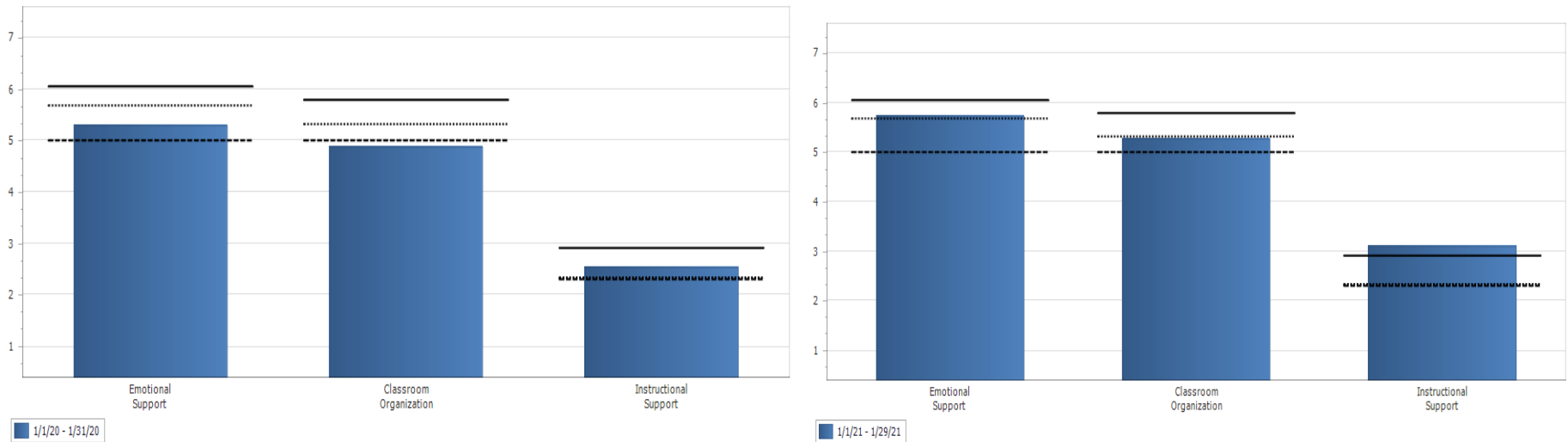
Social and Emotional Development
Goal: Children will demonstrate an increasing ability to manage their own emotions and behaviors.



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



Winter CLASS 2020-2021



2020	ES	CO	IS
1/1/20-1/31/20	5.30	4.88	2.52

2019 Lowest 10% Nationally
 Re-Competition Level
 2019 National Average

2021	ES	CO	IS
1/1/2021-1/29/2021	5.73	5.28	3.11

2020 National OHS CLASS Average Domain Scores			
Domain	Lowest 10%	Median (50%)	Highest 10%
Emotional Support	5.6750	6.05	6.32
Classroom Organization	5.3175	5.80	6.17
Instructional Support	2.3889	2.94	3.52

2 out of 24 Teachers were new to CLASS during the Winter 2020-2021 School Year

Emotional Support Quality Thresholds
Winter 2020—5.30
Winter 2021—5.73

Classroom Organization Quality Thresholds
Winter 2020-4.88
Winter 2021-5.28

Instructional Support Quality Thresholds
Winter 2020-2.52
Winter 2021-3.11

Justification
Detailed Monitoring Summary of Results
Grantee 06CH011282/02

Date	Description	
2/8/2021	CSNT Head Start has completed the 2021 Detailed Monitoring. The results are:	
	Area	Concerns
	Program Governance	None
	ERSEA	1 (10% Disability 6.70%)
	Program Structure	None
	Early Childhood/CLASS	1 CLASS Scores (Some below 6 or 7) 1 Not enough Child-Initiated Activities 1 Not Counting Heads as Required
	Additional Services	None
	Family & Community Engagement/Transition	None
	Health Program Services	1 Follow-ups Not Being Tracked 1 Missing Plug Covers in ISDs
	Human Resources Management	None
	Program Management & QI	None
	Financial Requirements	None
	Administrative Requirements	None