

Head Start Partners' Meeting Agenda
September 17, 2019
1:00pm – 4:00pm

Training Topic: Lesson Plans
Health & Safety Checklist
Active Supervision
Mental Health Process Updates
QCC expectations
ELOF to Go

Welcome

Updates/Information Provided to Ensure Quality of Services/Compliance:

- September 2019 Calendar
- Annual Required Training
- Attendance Codes (Staff Handbook)
- Health Status - Google Doc
- PIR 2018-2019
- Eligibility (2004), Enrollment (2005), Waitlist (2006), Language Supports in the Classroom (1008),
- Disability Report (3501)
- USDA Report, CACFP, Comparison of Head Start Budget to Expenditure
- CLASS Scores – Spring 2019
- CLI data – School Readiness
- Community Assessment Update/Process
- Communication from the Office of Head Start
- Internal Dispute Process
- In-Kind Update
- Father Involvement
- Child Plus/Site Report (See Staff Handbook)
- Anecdotal Note (See Staff Handbook)
- First Aid Kit Inventory Checklist
- Bus Safety Seats
- ERSEA – enrollment for year – Selection Process
- Professional Development Plans
- CDA – Pediatric CPR Requirement
- Curriculum Fidelity Tool/Monitoring
- Education Monitoring – summary
- Program Monitoring – ERSEA & Fiscal – summary
- Meeting Dates 2019-2020

Upcoming Workshops: Policy Council – 9/26/19 @ R9
NTLS – 9/25/19
CDA – 10/2/19
Partners - 10/22/19
Service Area Meeting – 10/22/19

Theme: _____

☐ All centers include reading and writing materials

☐ All center materials reflect the theme and are changed at least monthly

<u>Literacy Lesson (First Daily Group)</u> Topic: Mon: Tues: Wed: Thurs: Fri:	Group #1: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.	Group #2: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.	Group #3: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.	Group #4: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.
<u>Math Lesson (Second Daily Group)</u> Topic: Mon: Tues: Wed: Thurs: Fri:	Group #1: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.	Group #2: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.	Group #3: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.	Group #4: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.
<u>Data Driven Lesson (Third Group)</u> Topic: Mon: Tues: Wed: Thurs: Fri:	Group #1: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.	Group #2: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.	Group #3: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.	Group #4: Differentiation: <i>CLI or Frog Street (circle one)</i> 1. 2. 3. 4. 5. 6.

District Initiatives:
(Haggerty, Seidlitz, ELL, Waterford, etc..)

WEEKLY:

Classroom Mental Health (CMH):

Targeted Mental Health (TMH) (kids w/IPGP):

In-Kind (I):

Individualized Education Program (IEP):

Academic Transitions (T):

MONTHLY:

Nutrition (N):

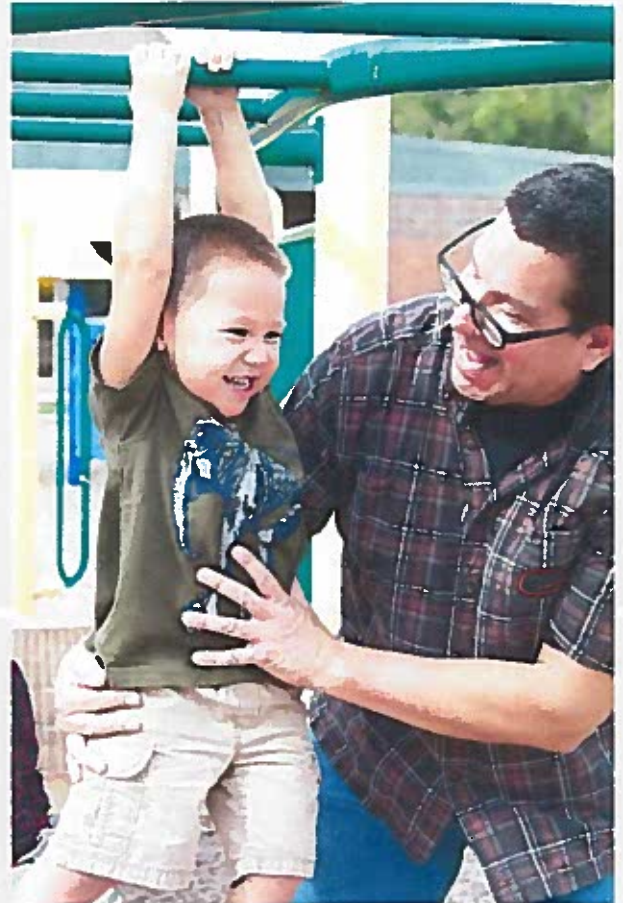
Parent Input to Curriculum (PIC):

Family Activity (F):

What Does Active Supervision Look Like?

To understand what active supervision might look like in your program, consider the following example. As you read the vignette, identify the specific strategies used in the bolded text.

Maria and Yasmin have taken their three-year-old classroom out to the playground for outdoor playtime. The 15-foot square playground has a plastic climber, a water/sand table and a swing set. Maria and Yasmin stand at opposite corners of the playground to be able to move quickly to a child who might need assistance.^❶ The children scatter through the playground to various areas. Some prefer the climber, while others like the swings. Many of the children play with the sand table because it is new. Maria and Yasmin have agreed on a supervision plan for which children they will observe^❷ and are always counting the children in the areas closest to them, occasionally raising their fingers to show each other how many children are close to them. This helps them keep track of where the children are, and to make sure no one is missing. If one child moves to a different area of the playground, they signal each other so that they are both aware of the child's change in location.^❸



Maria has noticed that Felicity loves to play in the sand table. She hears children scolding each other^❹ and notices that Felicity throws the toys without looking. As Maria sees Felicity and Ahmed playing at the sand table, Maria stands behind Felicity and suggests she put the toy back in the basket when she is done with it.^❺ By remaining close, she is also able to redirect Ahmed who has never seen a sand table before and throws sand at his classmates.^❻ Kellan has been experimenting with some of the climbing equipment and is trying to jump off of the third step onto the ground. While he is able to do this, some of the other children whose motor skills are not as advanced also try to do this. To help them build these skills, Yasmin stands close to the steps on the climbing structure.^❼ She offers a hand or suggests a lower step to those who are not developmentally ready.^❽

Maria and Yasmin signal to each other five minutes before playtime is over, then tell the children they have 5 minutes left to play. When the children have one minute left, Maria begins to hand out colors that match color squares they have painted on the ground.^❾ She asks Beto, a child who has trouble coming inside from play time, to help her.^❿ When the children are handed a colored circle, they move to stand on the colored spot on the playground. As the children move to the line, Maria guides them to the right spot.^⓫ When all children are in line, both Maria and Yasmin count the children again. They scan the playground to make sure everyone is in place, then move the children back into the classroom.^⓬ They also listen to be sure that they do not hear any of the children still on the playground.^⓭ Yasmin heads the line and Maria takes the back end, holding Beto's hand.^⓮ When they return to the classroom, there are spots on the floor with the same colors that were on the playground. The children move to stand on their matching color in the classroom.^⓯ Maria and Yasmin take a final count, then collect the circles and begin the next activity.^⓰

Both Yasmin and Maria are actively engaged with the children and each other, supporting the children's learning and growth while ensuring their safety. They use systems and strategies to make sure they know where children are at all times, and that support developmentally appropriate child risk-taking and learning.

- | | | |
|---------------------------|----------------------------|----------------------------|
| 1. Position staff | 7. Engage & redirect | 13. Scan & count |
| 2. Set up the environment | 8. Anticipate | 14. Listen |
| 3. Scan & count | 9. Engage & redirect | 15. Engage & redirect |
| 4. Scan & count | 10. Set up the environment | 16. Set up the environment |
| 5. Listen | 11. Engage & redirect | 17. Scan & count |
| 6. Anticipate | 12. Engage & redirect | |



Self-Reflection Tool

Questions to Help You Assess Active Supervision Practices

How do we teach active supervision strategies and support staff to apply these skills in everyday practice?

How do we arrange the space to create a safe environment in classrooms, playgrounds, and family child care so that it is easy for staff to observe children?

How do we make sure that staff position themselves to be able to see and hear the children at all times and get to children quickly who need assistance?

How do we ensure that staff continuously scan and count children during both indoor and outdoor play?

How do staff assess individual children's skills and abilities, adapt activities in order to avoid potential injuries, and use their observational skills to anticipate times when a child may need closer supervision?

How do staff engage and redirect children who need additional support?

Mental Health Services Flow Chart



STAFF MENTAL HEALTH

Head Start Staff MH issue

MHC will meet with staff when requested to offer support and guidance. Documentation of this service will be on the Mental Health Assistance for Staff log



MHC will make appropriate referrals and follow up throughout the rest of the program term

CHILD/CLASSROOM MENTAL HEALTH

Mental Health Coordinator completes Classroom MH Observation Tool within the first 90 days of school and reviews DECA Classroom Group Profile (sign and document strategies). MHC also speaks at parent meetings to educate families on available Head Start mental health services.



Mental Health Coordinator ongoing scheduled classroom visits.

Parent/Teacher/MHC has concerns

Discuss concerns and child's DECA results; MHC completes Individual Mental Health Observation, develops Conscious Discipline Behavioral Contract w/ recommendations and schedule follow up date.



MHC follow up; discuss progress and/or concerns

Strategies effective

Continue Behavioral Contract and follow up throughout the rest of the program term.

Strategies not effective

Follow up and modify plan as needed throughout the rest of the program term.

FAMILY MENTAL HEALTH

Family MH issue

Staff and/or Family can make a referral to the MHC for a family mental health issue



MHC will arrange a meeting with the family to discuss needs, concerns, and set goals



MHC will make appropriate referrals and follow up throughout the rest of the program term

Continued concerns – referral* to MHC and formulate Individual Positive Guidance Plan with teacher, and parent/guardian.



Ongoing concerns with multiple children or classroom as a whole, complete Classroom Mental Health Observation form.

Program: Region 9 ESC Head Start Program

Site:

Head Start

Group:

Sign, date,
document strategies

Teachers' Names:

Type Rating:

Type Rating:

Type Rating:

	IN	SR	AR	TPF	BC		IN	SR	AR	TPF	BC		IN	SR	AR	TPF	BC
Arenas, Alijah	59	57	43	54	47												
Caldwell, Ka'Nyia	44	53	39	44	55												
Cruz Del Toro, Davian	44	48	36	42	50												
Galvan-Gonzalez, Fernanda	39	38	32	34	60												
Jones, Gunner	59	66	51	60	39												
Maupin, Candace	42	36	35	36	66												
Mead, Audrinna	37	44	38	38	53												
Mozingo, Adalynn	67	57	53	61	47												
Murphy, Makayla	40	42	31	36	62												
Owens, Jayce	59	48	41	49	58												
Perez, Xavier	34	31	35	31	65												
Posey, Landon	61	51	49	55	52												
Robles, Luis	42	40	35	37	59												
Royal, Hayden	56	53	41	50	43												
Rozelle, Nathan	37	38	30	33	61												
Snow Jr. III, Floyd	36	41	39	37	55												
Thomas, A'Ryah	56	53	45	52	42												
Vanbebber, Katie Belle	56	55	41	51	47												

Number of Children Reported:

Number of Children Green:

Number of Children Blue:

Number of Children Red:

18	18	18	18	18
2	1	0	2	0
10	12	8	8	13
6	5	10	8	5

0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

Classroom Mental Health Observation Tool

Due within 90 day of the start of the school year

Site: _____

Teacher: _____

Date of Observation(s): _____

Mental Health Coordinator: _____

Classroom / Indoor Environment:	YES	NO
Within the first 15 minutes of the day, the teacher conducts the morning greeting circle.		
Parents and children are greeted upon arrival, and acknowledged upon departure.		
Children's projects and artwork are prominently displayed at student's eye level within the classroom.		
Lesson plans are easily accessible for review, reflecting individualization for all children, at least 1 mental health activity per week, and includes activities from DECA results.		
If applicable, lesson plan contains targeted mental health for children who have Individual Positive Guidance Plans in place (or IPGP is attached to the lesson plan). # of referrals: _____ # of IPGP Plans: _____		
Daily Classroom Behavior Tracking positive and visual for the children to see.		
Teacher voice / noise level is appropriate to activity.		
The classroom has books, dolls, posters, food, clothing and other materials which reflect a diversity of language and culture, disabilities, family lifestyles, bright colors, and/or socially appropriate themes.		
The classroom has a variety of materials to encourage children to explore and express their feelings (art materials, music, movement, dolls, books, puppets, etc.)		
The classroom has a safe place with materials that is private but still visible to teachers.		
Daily Commitments are made and utilized.		
Conscious Discipline techniques are utilized by teachers and children throughout the day.		
Classroom Management:	YES	NO
The daily schedule is followed and picture schedule is posted at children's level and utilized.		
Instructions to the children are clear, age appropriate and non-threatening.		
Children receive encouragement from teachers while practicing the problem solving approach (active listening, negotiation, setting limits, modifying the environment, affirmations, facilitation, removing and sitting apart).		
Children are provided opportunities to assist teachers or classmates in the classroom.		
Staff takes advantage of teachable moments throughout the day.		
Staff is actively involved in conversation with children during breakfast, lunch and snack.		
Interaction between children and teachers reflect respect, dignity and acceptance and staff do not bargain, threaten, intimidate children or use sarcasm.		
Staff assist children in practicing skills when needed (tying shoes, buttoning coat, etc).		
Staff actively engage with children during outdoor activities and use organized and un-organized play to teach concepts such as team work, cooperation, and problem solving.		
Teachers provide opportunities for children to take turns in the selection of activities and learning centers.		
The staff present clear transition signals to the children, allowing enough time and minimal effort to move from one activity to another.		
A clock is in the classroom and is visible to staff for classroom management.		
Overall, the classroom elicits a positive sense of mental wellness and safety to families, staff and visitors.		

Teaching Team Dynamics:		YES	NO
Teachers demonstrate a positive rapport with each other and other adults in the classroom, such as volunteers and other guests.			
Teachers demonstrate organization and team work.			
Both teachers are consistent in the use of positive guidance and classroom management.			

What system is being used for positive reinforcement? _____

What is the daily/ongoing system used for exchanging information with families about their children? ____

Mental Health Collaboration with school or outside agencies: _____

Classroom strengths: _____

Plan: _____

☐ DECA reviewed with teachers and classroom strategies discussed - Date: _____

☐ This document has been reviewed with Head Start teaching staff and a copy has been given to the principal.

Mental Health Coordinator signature

Teacher Signature



Individual Mental Health Observation Form

Child's Name: _____

Date of Birth: _____

Head Start Site: _____

Teacher: _____

Date of Observation: _____

Total Minutes Observed: _____

Pre-existing Plan in Head Start? ☐ Yes ☐ No

If Yes, plan/notes reviewed? ☐ Yes ☐ No

DECA Date: _____

Initiative (IN)	Self-Regulation (SR)	Attachment/ Relationships (AR)	Total Protective Factors (TPF)	Behavioral Concerns (BC)
Strength Typical Area of need	Strength Typical Area of need	Strength Typical Area of need	Strength Typical Area of need	Strength Typical Area of need

Observed during: ☐ Meals ☐ Nap ☐ Circle ☐ Centers ☐ Transition ☐ Outside ☐ Other: _____

Craving/Whining ☐ None ☐ A little ☐ A lot	Verbal Response to Questions ☐ Willing ☐ Reluctant ☐ No Response	Persistence ☐ Stays with Task ☐ Attempts Task ☐ Refuses Task	Attention ☐ Consistent ☐ Intermittent ☐ Non-Attentive
Impulsivity ☐ Impulsivity ☐ Non-Impulsivity	Activity Level ☐ Sits Quietly ☐ Some Wiggling ☐ Excessive Wiggling	Understanding of Directions ☐ Easily Understands ☐ Needs Repetition ☐ Unwilling/Unable	Participation ☐ Willing ☐ w/ Encouragement ☐ Unwilling

Observation Summary: _____

Consultation with Teacher:

Wanted Behaviors: _____

Unwanted Behaviors: _____

Child's Strengths: _____

What do you think he/she is trying to obtain? _____

What do you think he/she is trying to avoid? _____

What positive need or message is the child trying to communicate in this hurtful way? _____

Do you believe the child feels safe in the classroom? ☐ Yes ☐ No

What would increase the child's sense of safety? _____

Do you believe the child feels connected in the classroom? ☐ Yes ☐ No

What would increase the child's sense of belonging and connection? _____

Do you believe the child has the necessary communication and composure skills to access and utilize problem-solving as a strategy? ☐ Yes ☐ No What skills are missing? _____

How will you teach the child the missing skill? _____

Conscious Discipline Behavioral Contract (Mental Health Observation Continued)

Strategies to teach wanted behaviors (circle all that will be taught):

Visual reminders	Practice	Positive Intent	Helping Buddy	Role-play
Direct instruction	Encouragement	I Love You Rituals	Social Skills Coaching	Jobs to be of service
Song/Music/Movement	Modeling	Feeling Buddies	Stress reduction	Safe Place
Other:				

Strategies to correct unwanted behaviors (circle all that will be utilized):

Time out	Empowering victims	Office referral	Counseling	Class meeting
Parent contact	Other:			

Additional Recommendations / Strategies: _____

Date the parent/guardian notified of these strategies: _____ **How notified?** _____

 Teacher Signature

 Date

 Mental Health Coordinator Signature

 Date

MHC will follow up on: _____

Follow up date: _____

Follow up notes:

Individual Positive Guidance Plan needed? ☐ Yes ☐ No

Individual Positive Guidance Plan

☐ New Plan

☐ Amended Plan

Date: _____ Site: _____ Teacher: _____

Child's Name: _____ Parent's Name: _____

Child's Strengths / Interests: _____

DECA Protective Factor:	Initiative (IN)	Self-Regulation (SR)	Attachment / Relationships (AR)
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Challenging Behavior: _____

Goal: _____

Head Start ELOF Goal: Domain/Goal (ie. SE-1): _____

Strategies – School: _____

Strategies – Home: _____

Plan: _____

Parent Signature: _____ Phone #: _____

MH Coordinator: _____ Teacher: _____

☐ This plan has been reviewed with the Classroom Paraprofessional

FOLLOW UP: Date: _____ Challenging Behavior Improved? ☐ YES ☐ NO

NOTES: _____

DECA Classroom

Observation Summary: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

13

September 2019

Blue = meetings
Red = items due



Reminders:

*Don't forget to print the **Head Start Work Sample** from the web:
www.csc9.net/headstart —> forms,
scroll down to Child File forms,
Section 5

*No site report due this month. Com-
bine August and Sept. reports and they
will be due Oct. 5th in Child Plus

30 DAY

- Pedestrian Safety
- 1st Bus Evacuation drill
- Health & Safety Checklist
- Health Insurance Status
- Medical/Dental Home—CP
report #LR1000
- Immunization status
- Posted classroom schedule-
complete in Child Plus

45 DAY

- DIAL
- DECA
- Hearing/Vision screening
- Health/Nutrition history date
in CP



30 DAYS — 9/12 9/13; 9/13; 9/17, 9/24
45 DAYS - 9/27; 9/27; 9/27; 10/2, 10/9
90 DAYS - 11/11; 11/12; 11/13; 11/15, 11/22

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Happy Labor Day	3	4	5 *8:00-Child Plus At- tendance due *Disability Tracking update in Child Plus *Daily Playground Checklist—send to Karen Yell	6	7
8	9	10	11	12 30 DAYS Bowie, Gainesville, Petroia	13 30 DAYS Henrietta, Nocona, WFISD 30 DAYS Burkburnett *August In-kind due	14
15	16	17 30 DAYS City View 9:00—Service Area Mtg 1:00—Partners Mtg	18 *Policy Council email names/addresses to Stacey	19	20	21
22	23 CLI Assessment Window open through 10/11/19	24 30 DAYS Electra	25 New Teacher Learning Series @R9: 9-4	26 Policy Council - Region 9 -6:00	27 45 DAYS Bowie, Gainesville, Petroia 45 DAYS Henrietta, Nocona, WFISD 45 DAYS Burkburnett	28
29	30 **DON'T FORGET TO POST ALLEGERY INFORMATION ANYWHERE THE CHILDREN EAT**					

90 day Health Requirements

9/16/2019		Dental					Physical					Lead				H/H					
site	# enrolled	COMPLETED	Completed late- Hand count (yellow)	Completed late - non-compliant (red)	NOT DUE YET	PAST DUE	COMPLETED	Completed late- Hand count (yellow)	Completed late - non-compliant (red)	NOT DUE YET	PAST DUE	COMPLETED	COMPLETED LATE	NOT DUE YET	PAST DUE	COMPLETED	COMPLETED LATE	NOT DUE YET	PAST DUE	DENTAL exams completed within 90 days	PHYSICAL exams completed within 90 days
Bowie	31	19	0	0	12	0	19	0	0	12	0	17	0	14	0	14	0	14	65	61.29%	61.29%
Burkburnett	56	35	0	0	21	0	36	0	0	20	0	43	0	13	0	42	0	14	0	62.50%	64.29%
City View	20	8	0	0	12	0	13	0	0	7	0	16	0	4	0	15	0	5	1	40.00%	65.00%
Electra	15	8	0	0	7	0	2	0	0	13	0	10	0	5	0	10	0	5	0	53.33%	13.33%
Gainesville	70	53	0	0	17	0	49	0	0	21	0	51	0	19	0	52	0	18	0	75.71%	70.00%
Henrietta	13	9	0	0	4	0	10	0	0	3	0	10	0	3	0	10	0	3	0	69.23%	76.92%
Nocona	27	12	0	0	15	0	10	0	0	17	0	15	0	12	0	16	0	11	0	44.44%	37.04%
Petrolia	10	5	0	0	5	0	7	0	0	3	0	7	0	3	0	7	0	3	0	50.00%	70.00%
WF: Booker T	29	18	0	0	11	0	15	0	0	14	0	27	0	2	0	26	0	3	0	62.07%	51.72%
WF: Brook Village	65	36	0	0	29	0	34	0	0	31	0	57	0	8	0	57	0	8	0	55.38%	52.31%
WF: Cunningham	14	4	0	0	10	0	8	0	0	6	0	12	0	2	0	12	0	2	0	28.57%	57.14%
WF: Farris	236	109	0	0	127	0	133	0	0	103	0	164	0	72	0	158	0	78	0	46.19%	56.36%
WF: Northwest	51	31	0	0	20	0	35	0	0	16	0	37	0	14	0	36	0	15	0	60.78%	68.63%
TOTALS	637	347	0	0	290	0	371	0	0	266	0	466	0	171	0	455	0	179	66	54.47%	58.24%

Self Assessment Data

Category	2016/2017	2017/2018	2018/2019	Details/Explanations
# of Classrooms	40	40	40	
# Served	712 - Majority 3 's	712-Majority 3's	728- Majority 3's	423 - 3's & 305 -4's
Student Turnover	64	56	90	numerous students moving, foster families transit
# Homeless served	48	52	67	training on McKinney Vento at R9
# Foster served	16	25	35	Privatization in Foster Care-causing children to move
# Speaking Spanish	129	108	94	primary language at home
Students with no Insurance	11	10	7	dropped from program, lapsed, moved from out of state
EHS Transitions	39	41	40	40-applications
Medical				
Ongoing source healthcare	706/712 (↑1%)	698/699	722/726	staff training/tracking - 100% for 3 years,moved from out of state
Treatment needed	6	7	9	
Treatment received	6	6	9	
Dental				
Ongoing souce dental care	699/712 (↑2%)	689/699	724/728	staff training/tracking improving - 100% for 2 years
Treatment needed	154	198	167	training/tracking continue to improve
treatment received	117 (76%)	148 (75%)	117 (70%)	still gathering data - may continue to improve
# of Mental Health	85 (12%)	79 (11%)	91 (12%)	Concious Discipline ongoing/more kids in whole program
# of Disabilities	100 (14%)	102 (15%)	104 (14%)	increased tracking improvement/flow chart
Families				
# of TANF	18	20	20	
# of SSI	59	70	66	increased awareness of staff
# of WIC	241	219	194	kids aged out/parents not seeking services
# of SNAP	392	372	357	longer renewal periods, less lapse in services
# of Military (total)	8	13	18	3 Active Duty, 15 Veterans
Total Family Service	464	415	423	training and tracking continue to improve
Father Involvement	140	76	77	training and tracking continue to improve
Overweight/Obese	120/111 (17%/16%)	93/104 (13%-15%)	124/146 (17%-20%)	cont. providing education to families
Families with Goals	100%	100%	99%	new process/assessment tool
Family as Lifelong Learners	67%	56%	53%	% of families who met this goal
Positive Parent Child Relationship	78%	75%	60%	% of families who met this goal
School Readiness Goals	66%	63%	53%	% of families who met this goal
Family Needs Met	89%			new data-family outcomes analysis
				



2018-2019 HEAD START PROGRAM INFORMATION REPORT

06CH7096-000 REGION IX EDUCATION SERVICE CENTER

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	06CH7096
Program Number	000
Program Type	Head Start
Program Name	REGION IX EDUCATION SERVICE CENTER
Program Address	301 Loop 11 Wichita Falls TX 76306-3799
Program Phone Number	(940) 322 6928 - 8264
Program Fax Number	(940) 767 3836
DUNS Number	611506788
Program Email Address	stacey.jurecek@esc9.net
Head Start Director Name	Mrs. Stacey Jurecek
Head Start Director Email	stacey.jurecek@esc9.net
Agency Web Site Address	http://www.esc9.net
Agency Type	Government Agency (Non-CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	<i>Date</i>
a. Start Date	08/16/2018
b. End Date	06/01/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	<i># of children/ pregnant women</i>
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	630
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	<i># of children</i>
a. Full-day enrollment	630
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	<i># of children</i>

a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

	# of children
A.10 Funded enrollment at child care partners in the center-based program option	0
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	0

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	40
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	423
e. 4 years old	305
f. 5 years and older	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	728

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	561
b. Public assistance such as TANF, SSI	62
c. Status as a foster child - # children only	34
d. Status as homeless	66
e. Over income	5

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0
A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	236
b. Three or more years	0

Transition and Turnover

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	90
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	26
A.19.b. 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	258

Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	0

Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	0	3
b. Asian	0	8
c. Black or African American	17	164
d. Native Hawaiian or other Pacific Islander	1	1
e. White	242	210
f. Biracial/Multi-racial	38	44
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	628
b. Spanish	94
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	3
f. East Asian Languages	1
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	2
j. African Languages	0
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	Yes
	# of children
a. Number of children for whom transportation is provided	56

Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	0
a. Of these, the number of buses purchased since last year's PIR was reported	0
A.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
ChildPlus/ChildPlus.net	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	162	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	15	0
b. Of these, the number who left since last year's PIR was reported	18	0
1. Of these, the number who were replaced	17	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	711
a. Of these, the number who are current or former Head Start or Early Head Start parents	691

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	30
b. Health Services Manager	20
c. Family & Community Partnerships Manager	15
d. Disability Services Manager	5

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	43	47

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	7	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	1	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	32	3
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	2	1
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	1	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	0	2
2. 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	6
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
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	29
1. Of these, 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 and that is appropriate to the option in which they are working	0	29
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	6
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of 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 and that is appropriate to the option in which they are working	0	6

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	40
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following:	40
- An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or	
- A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	
- An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	

Child development staff qualifications - Home-based and FCC

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	0	0	0	0

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	1	1
b. Asian	0	0
c. Black or African American	0	10
d. Native Hawaiian or other Pacific Islander	0	0
e. White	17	60
f. Biracial/Multi-racial	1	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	16
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	16
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. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	9
B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	1
b. Change in job field	8
c. Other	0
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	3

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	8	1
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		1
B.24 Comments on staff shared by Head Start and Early Head Start programs:		

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	5	1
b. A related baccalaureate degree	3	0
c. A related associate degree	0	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	0	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/coordinators
B.27 Total number of education & child development managers/coordinators	1
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
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
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	707	721
a. Number enrolled in Medicaid and/or CHIP	672	681
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	34	39
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	1	1
1. Specify TriCare		
C.2. Number of children with no health insurance	21	7

Medical

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	722	726
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 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	18	613
		# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		9
1. Of these, the number who have received or are receiving medical treatment		9
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	0
b. Asthma	13
c. Hearing Difficulties	1
d. Vision Problems	16
e. High Lead Levels	0
f. Diabetes	0

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

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	30
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	415
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	124
d. Obese (BMI at or above 95th percentile for child's age and sex)	146

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	707	718
C.12 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	5	3
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	7	7

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	719	724

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	687
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	688
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	166
1. Of these, the number of children who have received or are receiving treatment	118
b. Specify the primary reason that children who needed dental treatment did not receive it:	Parents did not keep/make appointment

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	135

Mental health services

	# of children at end of enrollment year
C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	91
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	60
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	72
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	27
c. Number of children for whom the MH professional provided an individual mental health assessment	0
d. Number of children for whom the MH professional facilitated a referral for mental health services	41

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	41
a. Of these, the number who received mental health services since last year's PIR was reported	23

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	104
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	46
2. During this enrollment year	58
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment (i.e. meeting IDEA definition of 'other health impairments')	4	4
b. Emotional disturbance	1	1
c. Speech or language impairments	81	81
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	1	1
f. Orthopedic impairment	2	2
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	2	2
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	13	13
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	483
C.29 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	463
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	51
C.30 The instrument(s) used by the program for developmental screening:	
Dial 4	
Other (Please Specify) - e-Deca	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
<i>Name/title</i>	<i>Locally designed</i>
Other (Please Specify) - CLI	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Frog Street Pre-K	No
b. For family child care services:	
c. For home-based services:	

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		<i># of programs</i>
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	⁽¹⁾ <i>Name/title</i>	⁽²⁾ <i>Locally designed</i>
a. Center-based settings	CLASS	No
b. Home-based settings		No
c. Family child care settings		No

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	674
a. Of these, the number of two-parent families	207
b. Of these, the number of single-parent families	467
C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	183
b. Grandparents	8
c. Relatives other than grandparents	0
d. Foster parents not including relatives	16
e. Other	0
1. Specify:	
C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	431
b. Father (biological, adoptive, stepfather, etc.)	13
c. Grandparent	16
d. Relative other than grandparent	2
e. Foster parent not including relative	4
f. Other	1
1. Specify:	Family friend

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	54
b. One parent/guardian is employed	121
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	32
C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	282
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	185
C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	3
b. At least one parent/guardian is a veteran of the United States military	15

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	17	20
C.42 Total number of families receiving Supplemental Security Income (SSI)	62	66
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	300	194
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	453	357

Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	4
b. One parent/guardian is in job training or school	23
c. Neither parent/guardian is in job training or school	180
C.46 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	56
b. The parent/guardian is not in job training or school	411
C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	0
b. Completed high school or was awarded a GED during this program year	2
c. Completed an associate degree during this program year	3
d. Completed a baccalaureate or advanced degree during this program year	2
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	# of families at end of enrollment year
	13

Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment
a. An advanced degree or baccalaureate degree	29
b. An associate degree, vocational school, or some college	152
c. A high school graduate or GED	363
d. Less than high school graduate	130

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	162	178
b. Housing assistance such as subsidies, utilities, repairs, etc.	13	12
c. Mental health services	30	34
d. English as a Second Language (ESL) training	11	7
e. Adult education such as GED programs and college selection	36	24
f. Job training	8	6
g. Substance abuse prevention	1	1
h. Substance abuse treatment	1	3
i. Child abuse and neglect services	55	62
j. Domestic violence services	6	6
k. Child support assistance	1	1
l. Health education	48	53
m. Assistance to families of incarcerated individuals	0	1
n. Parenting education	261	320
o. Relationship/marriage education	3	3
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	0	33
C.51 Of these, the number of families who were counted in at least one of the services listed above	414	438

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	175
b. Family goal setting	175
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	203
d. Head Start program governance, such as participation in the Policy Council or policy committees	1
e. Parenting education workshops	124

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	65
	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	67
	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	30

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	35
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	32

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal agreements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	9
	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	9
b. To coordinate transition services	9

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	9

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	19062742974
Last Update Date	06/27/2019

9/5/2019
1:52 PM

2004 - Management Report - Eligibility Income

1 of 1
stacey.j

Program Term: Head Start 2019-2020, Enrollment Status: Enrolled

Program Form: Head Start 2015-2020, Enrollment Status: Enrolled																					
Family			Income					TANF			SSI		WIC		Income Range						
Participant	Family Name	Primary Adult	Eligible 0-100%	101-130%	Over Income	Foster Child	Home-less	Public Assist.	Yes	No	Former	Yes	No	Yes	No	\$0 to \$2999	\$3000 to \$5999	\$6000 to \$8999	\$9000 to \$11999	\$12000 to \$14999	\$15000 and Over

Report: Management Report - Eligibility Income

Agency: Region 9 ESC

Subtotals for Site: Booker T Washington																					
29			20	0	0	0	4	5	1	28	0	5	24	10	19	16	1	3	1	1	7
Subtotals for Site: BOWIE																					
31			27	0	0	3	0	1	0	31	0	2	29	12	19	9	0	2	2	5	13
Subtotals for Site: Brook Village (HS/PreK)																					
65			54	0	0	1	6	4	0	65	0	5	60	22	43	20	6	5	1	5	28
Subtotals for Site: Burk Burnett Head Start																					
56			49	0	0	3	1	3	2	51	2	2	54	22	34	13	7	1	3	3	29
Subtotals for Site: City View																					
20			17	0	0	0	3	0	0	19	1	1	19	10	10	4	0	0	0	3	13
Subtotals for Site: Cunningham Elementary																					
14			9	0	0	0	2	3	1	12	1	2	12	4	10	5	2	2	2	2	1
Subtotals for Site: ELECTRA HEADSTART																					
15			12	0	0	1	2	0	0	14	0	0	15	4	11	6	1	1	2	3	2
Subtotals for Site: FARRIS CENTER																					
236			186	0	1	2	19	28	4	232	0	23	213	78	157	95	14	18	16	23	70
Subtotals for Site: Gainesville Head Start																					
70			58	0	0	2	7	3	0	70	0	3	67	5	65	16	6	4	5	6	33
Subtotals for Site: Henrietta Head Start																					
13			13	0	0	0	0	0	0	13	0	0	13	1	12	2	0	0	1	3	7
Subtotals for Site: Nocona HS																					
27			25	0	0	0	2	0	0	27	0	0	27	6	21	5	1	2	0	3	16
Subtotals for Site: NORTHWEST																					
51			37	0	0	5	6	3	1	50	0	2	49	20	31	18	1	2	6	7	17
Subtotals for Site: Petrolia (HS/PreK)																					
10			7	0	0	0	2	1	0	10	0	2	8	2	8	5	0	0	1	2	2
Subtotals for Agency: Region 9 ESC																					
637			514	0	1	17	54	51	9	622	4	47	590	196	440	214	39	40	40	66	238
Report Totals			514	0	1	17	54	51	9	622	4	47	590	196	440	214	39	40	40	66	238

Region 9 ESC

2005 - Management Report - End of Month Enrollment

Program Term: Head Start 2019-2020, Replacement In Same Site, Replacement In Same Classroom, Reporting Date: 8/30/2019

Region 9 ESC

	Total	Actual Enrollment	Vacancies	Days Vacant (Avg)
Booker T Washington				
Head Start Totals:	29	29	0	0 (Avg)
BOWIE				
Head Start Totals:	31	31	0	0 (Avg)
Brook Village (HS/PreK)				
Head Start Totals:	64	64	0	0 (Avg)
Burkburnett Head Start				
Head Start Totals:	56	56	0	0 (Avg)
City View				
Head Start Totals:	20	20	0	0 (Avg)
Cunningham Elementary				
Head Start Totals:	14	14	0	0 (Avg)
ELECTRA HEADSTART				
Head Start Totals:	15	15	0	0 (Avg)
FARRIS CENTER				
Head Start Totals:	236	236	0	0 (Avg)
Gainesville Head Start				
Head Start Totals:	70	70	0	0 (Avg)
Henrietta Head Start				
Head Start Totals:	13	13	0	0 (Avg)
Nocona HS				
Head Start Totals:	27	27	0	0 (Avg)
NORTHWEST				
Head Start Totals:	51	51	0	0 (Avg)
Petrolia (HS/PreK)				
Head Start Totals:	10	10	0	0 (Avg)
Region 9 ESC Totals:	636	636	0	0 (Avg)

This report shows children/pregnant mothers who were either enrolled on the Reporting Date or were terminated and not replaced within 30 days prior to the Reporting Date.
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Region 9 ESC

2006 - Management Report - Waitlist

Participants on the Waitlist as of 8/30/19

Region 9 ESC

Waitlist	
Location: BOWIE	
Program: Head Start	5
BOWIE Totals:	5
Location: Burkburnett Head Start	
Program: Head Start	4
Burkburnett Head Start Totals:	4
Location: City View	
Program: Head Start	8
City View Totals:	8
Location: ELECTRA HEADSTART	
Program: Head Start	2
ELECTRA HEADSTART Totals:	2
Location: FARRIS CENTER	
Program: Head Start	4
FARRIS CENTER Totals:	4
Location: Gainesville Head Start	
Program: Head Start	23
Gainesville Head Start Totals:	23
Location: Henrietta Head Start	
Program: Head Start	2
Henrietta Head Start Totals:	2
Location: Nocona HS	
Program: Head Start	5
Nocona HS Totals:	5
Location: Petrolia (HS/PreK)	
Program: Head Start	5
Petrolia (HS/PreK) Totals:	5
Region 9 ESC Totals:	58
Program: Head Start	58

Region 9 ESC
1008 - Primary Language at Home

Term: Head Start 2019-2020, Status: Enrolled, Enrolled: 8/1/2019 - 8/30/2019

Region 9 ESC

Booker T Washington

Booker T Washington 117

Name (Last, First)	Primary Language	Primary Language At Home
	13 English	13 English

Booker T Washington 119

Name (Last, First)	Primary Language	Primary Language At Home
	15 English 1 Spanish	14 English 2 Spanish

Summary Information for Site

Booker T Washington

28 English 1 Spanish	27 English 2 Spanish
-------------------------	-------------------------

BOWIE

Bowie Classroom 1

Name (Last, First)	Primary Language	Primary Language At Home
	14 English 1 Spanish	1 <empty> 13 English 1 Spanish

Bowie Classroom 2

Name (Last, First)	Primary Language	Primary Language At Home
	11 English 5 Spanish	10 English 6 Spanish

Summary Information for Site

BOWIE

25 English 6 Spanish	1 <empty> 23 English 7 Spanish
-------------------------	--------------------------------------

Brook Village (HS/PreK)

Brook Village 7A

Name (Last, First)	Primary Language	Primary Language At Home
	15 English 1 Spanish	16 English

Brook Village 8A

Name (Last, First)	Primary Language	Primary Language At Home
	14 English 1 Spanish	14 English 1 Spanish

Brook Village 14

Name (Last, First)	Primary Language	Primary Language At Home
	1 English 1 Portuguese 15 Spanish	1 English 16 Spanish

Region 9 ESC
1008 - Primary Language at Home

Region 9 ESC

Brook Village (HS/PreK)

Brook Village 8

Name (Last, First)

**Primary
Language**

1 Arabic
13 English
2 Spanish

Primary Language At Home

1 Arabic
12 English
3 Spanish

Summary Information for Site

Brook Village (HS/PreK)

1 Arabic
43 English
1 Portuguese
19 Spanish

1 Arabic
43 English
20 Spanish

Burkburnett Head Start

Burkburnett HS-1

Name (Last, First)

**Primary
Language**

16 English
1 Spanish

Primary Language At Home

16 English
1 Spanish

Burkburnett HS-2

Name (Last, First)

**Primary
Language**

19 English

Primary Language At Home

19 English

Burkburnett HS-3

Name (Last, First)

**Primary
Language**

19 English
1 Spanish

Primary Language At Home

19 English
1 Spanish

Summary Information for Site

Burkburnett Head Start

54 English
2 Spanish

54 English
2 Spanish

City View

City View Classroom 1

Name (Last, First)

**Primary
Language**

18 English
1 Spanish
1 Vietnamese

Primary Language At Home

18 English
1 Spanish
1 Vietnamese

Summary Information for Site

City View

18 English
1 Spanish
1 Vietnamese

18 English
1 Spanish
1 Vietnamese

Cunningham Elementary

Cunningham Classroom A

Name (Last, First)

**Primary
Language**

14 English

Primary Language At Home

14 English

Summary Information for Site

Cunningham Elementary

14 English

14 English

Region 9 ESC
1008 - Primary Language at Home

Region 9 ESC
ELECTRA HEADSTART
ELECTRA HEADSTART 1

Name (Last, First)	Primary Language 15 English	Primary Language At Home 14 English 1 Spanish
--------------------	--------------------------------	---

Summary Information for Site

ELECTRA HEADSTART

15 English
14 English
1 Spanish

FARRIS CENTER

Farris Classroom 02

Name (Last, First)	Primary Language 16 English	Primary Language At Home 16 English
--------------------	--------------------------------	--

Farris Classroom 04

Name (Last, First)	Primary Language 16 English 1 Spanish	Primary Language At Home 15 English 2 Spanish
--------------------	---	---

Farris Classroom 13

Name (Last, First)	Primary Language 16 English	Primary Language At Home 16 English
--------------------	--------------------------------	--

Farris Classroom 14

Name (Last, First)	Primary Language 11 English	Primary Language At Home 11 English
--------------------	--------------------------------	--

Farris Classroom 15

Name (Last, First)	Primary Language 15 English	Primary Language At Home 14 English 1 Spanish
--------------------	--------------------------------	---

Farris Classroom 16

Name (Last, First)	Primary Language 8 English	Primary Language At Home 8 English
--------------------	-------------------------------	---------------------------------------

Farris Classroom 17

Name (Last, First)	Primary Language 15 English	Primary Language At Home 15 English
--------------------	--------------------------------	--

Farris Classroom 19

Name (Last, First)	Primary Language 15 English	Primary Language At Home 1 <empty> 14 English
--------------------	--------------------------------	---

Farris Classroom 20

Name (Last, First)	Primary Language 18 English	Primary Language At Home 18 English
--------------------	--------------------------------	--

Farris Classroom 21

Name (Last, First)	Primary Language 18 English	Primary Language At Home 18 English
--------------------	--------------------------------	--

Region 9 ESC
1008 - Primary Language at Home

Region 9 ESC

FARRIS CENTER

Farris Classroom 22

Name (Last, First)

**Primary
Language**
18 English

Primary Language At Home

18 English

Farris Classroom 23

Name (Last, First)

**Primary
Language**
17 English

Primary Language At Home

17 English

Farris Classroom 24

Name (Last, First)

**Primary
Language**
15 English
3 Spanish

Primary Language At Home

16 English
2 Spanish

Farris Classroom 25

Name (Last, First)

**Primary
Language**
17 English

Primary Language At Home

17 English

Farris Classroom 26

Name (Last, First)

**Primary
Language**
4 English
13 Spanish

Primary Language At Home

3 English
14 Spanish

Summary Information for Site

FARRIS CENTER

219 English
17 Spanish

1 <empty>
216 English
19 Spanish

Gainesville Head Start

Gainesville A

Name (Last, First)

**Primary
Language**
11 English
6 Spanish

Primary Language At Home

11 English
6 Spanish

Gainesville B

Name (Last, First)

**Primary
Language**
8 English
9 Spanish

Primary Language At Home

8 English
9 Spanish

Gainesville C

Name (Last, First)

**Primary
Language**
10 English
8 Spanish

Primary Language At Home

9 English
9 Spanish

Gainesville D

Name (Last, First)

**Primary
Language**
17 English
1 Spanish

Primary Language At Home

17 English
1 Spanish

Summary Information for Site

Gainesville Head Start

46 English
24 Spanish

45 English
25 Spanish

Region 9 ESC
1008 - Primary Language at Home

Region 9 ESC

Henrietta Head Start

Henrietta A

Name (Last, First)

Primary Language

12 English
1 Spanish

Primary Language At Home

1 <empty>
11 English
1 Spanish

Summary Information for Site

Henrietta Head Start

12 English
1 Spanish

1 <empty>
11 English
1 Spanish

Nocona HS

Nocona Classroom A

Name (Last, First)

Primary Language

8 English
4 Spanish

Primary Language At Home

8 English
4 Spanish

Nocona Classroom B

Name (Last, First)

Primary Language

13 English
2 Spanish

Primary Language At Home

13 English
2 Spanish

Summary Information for Site

Nocona HS

21 English
6 Spanish

21 English
6 Spanish

NORTHWEST

Northwest Classroom 1

Name (Last, First)

Primary Language

11 English
6 Spanish

Primary Language At Home

10 English
7 Spanish

Northwest Classroom 2

Name (Last, First)

Primary Language

16 English
1 Spanish

Primary Language At Home

15 English
2 Spanish

Northwest Classroom 3

Name (Last, First)

Primary Language

17 English

Primary Language At Home

16 English
1 Spanish

Summary Information for Site

NORTHWEST

44 English
7 Spanish

41 English
10 Spanish

Region 9 ESC
1008 - Primary Language at Home

Region 9 ESC
Petrolia (HS/PreK)
Petrolia

Name (Last, First)	Primary Language	Primary Language At Home
	10 English	10 English

Summary Information for Site

Petrolia (HS/PreK)

10 English	10 English
------------	------------

Summary Information for Agency

Region 9 ESC

1 Arabic	3 <empty>
549 English	1 Arabic
1 Portuguese	537 English
84 Spanish	94 Spanish
1 Vietnamese	1 Vietnamese

Summary Information for Report

1 Arabic	3 <empty>
549 English	1 Arabic
1 Portuguese	537 English
84 Spanish	94 Spanish
1 Vietnamese	1 Vietnamese

Language Supports in the Classroom - Monitoring August 2019

Classroom	English	Spanish	Total	Other	Spanish Speaking Staff
Booker T Washington	13	0	13		
Booker T Washington	15	1	16		
Bowie 1	14	1	15		
Bowie 2	11	5	16		M Delgado
Brook Village 7A	15	1	16		
Brook Village 8A	14	1	15		
Brook Village 14	1	15	17	1	R Rodriguez & D Gallegos
Brook Village 8	13	2	16	1	
Burkburnett HS-1	16	1	17		
Burkburnett HS-2	19	0	19		
Burkburnett HS-3	19	1	20		
City View 1	18	1	20	1	
Cunningham A	14	0	14		Y Zavala
Electra HS 1	15	0	15		
Farris 02	16	0	16		
Farris 04	16	1	17		
Farris 13	16	0	16		
Farris 14	11	0	11		
Farris 15	15	0	15		
Farris 16	8	0	8		
Farris 17	15	0	15		M Duran
Farris 19	15	0	15		A Martell
Farris 20	18	0	18		
Farris 21	18	0	18		F Rodriguez
Farris 22	18	0	18		R Barron
Farris 23	17	0	17		
Farris 24	15	3	18		
Farris 25	17	0	17		
Farris 26	4	13	17		G Chavez & A Orduno
Gainesville A	11	6	17		
Gainesville B	8	9	17		D Villa
Gainesville C	10	8	18		D Aldana
Gainesville D	17	1	18		
Henrietta A (HES A)	12	1	13		
Nocona A	8	4	12		C Delucio
Nocona B	13	2	15		
Northwest 1	11	6	17		I Wheeler
Northwest 2	16	1	17		
Northwest 3	16	1	17		
Petrolia	10	0	10		K Lemond
Total:			636		

Classroom is compliant
Carefully monitor
Classroom is non-compliant

13 classrooms

Region 9 ESC

3501 - Management Report - Disability

Program Term: Head Start 2019-2020, Enrollment Status: Enrolled, Dropped, Drop/Wait, Drop/Accept, Completed

Agency Summary - Region 9 ESC

Children	Children with an IEP or IFSP (% of funded enrollment)			Received Services	Primary Disability	
45	Open IEP	45	7.1%	45	Autism	1
Funded: 630	Closed IEP	0	0.0%	0	Health impairment	1
	Open IFSP	0	0.0%	0	Hearing impairment, includi	1
	Closed IFSP	0	0.0%	0	Non-categorical/developme	5
	Total Open	45	7.1%	45	Orthopedic impairment	3
	Total Closed	0	0.0%	0	Speech or language impair	34
					IEP / IFSPs Due	
					Past Due	1
					Next 30 days	1
					More than 30 days	43
					<blank>	0

*Closed Record

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9/10/2019
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Region 9 ESC
2371 - CACFP Reimbursement Summary
Program Term: Head Start 2019-2020, Enrollment Status: Enrolled
Attendance Date: 8/1/2019 - 8/30/2019

Page 1
ChildPlus

Region 9 ESC

	Operating Days	CACFP Free	CACFP Reduced	CACFP Paid	Breakfast	AM Snack	Lunch	PM Snack	Supper
Head Start 2019-2020									
Booker T Washington									
Booker T Washington 117	12	13	0	0	152	0	152	152	0
Booker T Washington 119	12	16	0	0	184	0	184	184	0
Booker T Washington	24	29	0	0	336	0	336	336	0
BOWIE									
Bowie Classroom 1	13	15	0	0	180	0	180	181	0
Bowie Classroom 2	13	16	0	0	194	0	194	194	0
BOWIE	26	31	0	0	374	0	374	375	0
Brook Village (HS/PreK)									
Brook Village 7A	12	16	0	0	174	0	174	174	0
Brook Village 8A	12	15	0	0	162	0	162	162	0
Brook Village 14	12	17	0	0	201	0	201	201	0
Brook Village 8	12	16	0	0	178	0	178	178	0
Brook Village (HS/PreK)	48	64	0	0	715	0	715	715	0
Burkburnett Head Start									
Burkburnett HS-1	11	17	0	0	186	0	186	186	0
Burkburnett HS-2	11	19	0	0	196	0	196	196	0
Burkburnett HS-3	11	20	0	0	214	0	214	214	0
Burkburnett Head Start	33	56	0	0	596	0	596	596	0
City View									
City View Classroom 1	10	20	0	0	186	0	186	186	0
City View	10	20	0	0	186	0	186	186	0
Cunningham Elementary									
Cunningham Classroom A	12	14	0	0	149	0	149	149	0
Cunningham Elementary	12	14	0	0	149	0	149	149	0
ELECTRA HEADSTART									
ELECTRA HEADSTART 1	5	17	0	0	71	0	71	71	0
ELECTRA HEADSTART	5	17	0	0	71	0	71	71	0
FARRIS CENTER									
Farris Classroom 02	12	16	0	0	146	0	146	146	0
Farris Classroom 04	12	17	0	0	170	0	170	170	0
Farris Classroom 13	12	16	0	0	139	0	139	139	0
Farris Classroom 14	12	11	0	0	113	0	113	113	0
Farris Classroom 15	12	15	0	0	130	0	130	130	0
Farris Classroom 16	12	8	0	0	92	0	92	92	0
Farris Classroom 17	12	15	0	0	140	0	140	140	0
Farris Classroom 19	12	15	0	0	156	0	156	156	0
Farris Classroom 20	12	18	0	0	201	0	201	201	0

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Region 9 ESC
2371 - CACFP Reimbursement Summary
Program Term: Head Start 2019-2020, Enrollment Status: Enrolled
Attendance Date: 8/1/2019 - 8/30/2019

Region 9 ESC

	Operating Days	CACFP Free	CACFP Reduced	CACFP Paid	Breakfast	AM Snack	Lunch	PM Snack	Supper
Head Start 2019-2020									
Farris Classroom 21	12	18	0	0	195	0	195	195	0
Farris Classroom 22	12	18	0	0	192	0	192	192	0
Farris Classroom 23	12	19	0	0	145	0	145	145	0
Farris Classroom 24	12	19	0	0	189	0	189	189	0
Farris Classroom 25	12	17	0	0	161	0	161	161	0
Farris Classroom 26	12	17	0	0	166	0	166	166	0
FARRIS CENTER	180	239	0	0	2,335	0	2,335	2,335	0
Gainesville Head Start									
Gainesville A	13	18	0	0	209	0	209	209	0
Gainesville B	13	18	0	0	205	0	205	205	0
Gainesville C	13	18	0	0	230	0	230	230	0
Gainesville D	13	19	0	0	220	0	220	220	0
Gainesville Head Start	52	73	0	0	864	0	864	864	0
Henrietta Head Start									
Henrietta A	12	13	0	0	150	0	150	150	0
Henrietta Head Start	12	13	0	0	150	0	150	150	0
Nocona HS									
Nocona Classroom A	12	12	0	0	138	0	138	138	0
Nocona Classroom B	12	15	0	0	176	0	176	176	0
Nocona HS	24	27	0	0	314	0	314	314	0
NORTHWEST									
Northwest Classroom 1	12	17	0	0	192	0	192	192	0
Northwest Classroom 2	12	17	0	0	201	0	201	201	0
Northwest Classroom 3	12	17	0	0	180	0	180	180	0
NORTHWEST	36	51	0	0	573	0	573	573	0
Petrolia (HS/PreK)									
Petrolia	13	11	0	0	118	0	118	118	0
Petrolia (HS/PreK)	13	11	0	0	118	0	118	118	0
Region 9 ESC	475	644	0	0	6,781	0	6,781	6,782	0
Report Totals	475	644	0	0	6,781	0	6,781	6,782	0

COMPARISON OF HEAD START BUDGET TO EXPENDITURE BY

School	11/30/2018	12/31/2018	1/31/2019	2/28/2019	3/31/2019	4/30/2019	5/31/2019	6/30/2019
Bowie	12%	22%	34%	47%	57%	70%	81%	98%
Burkburnett	4%	13%	22%	32%	43%	56%	66%	89%
City View	8%	17%	26%	36%	46%	55%	63%	89%
Electra	10%	21%	31%	41%	52%	62%	73%	99%
Gainesville	12%	21%	33%	47%	58%	72%	84%	100%
Henrietta	12%	22%	34%	47%	57%	81%	92%	94%
Nocona	10%	18%	29%	39%	48%	58%	69%	76%
Petrolia	11%	23%	34%	44%	54%	73%	92%	97%
Wichita Falls	12%	23%	37%	49%	62%	75%	87%	98%
Region 9	0%	3%	22%	25%	38%	57%	71%	100%

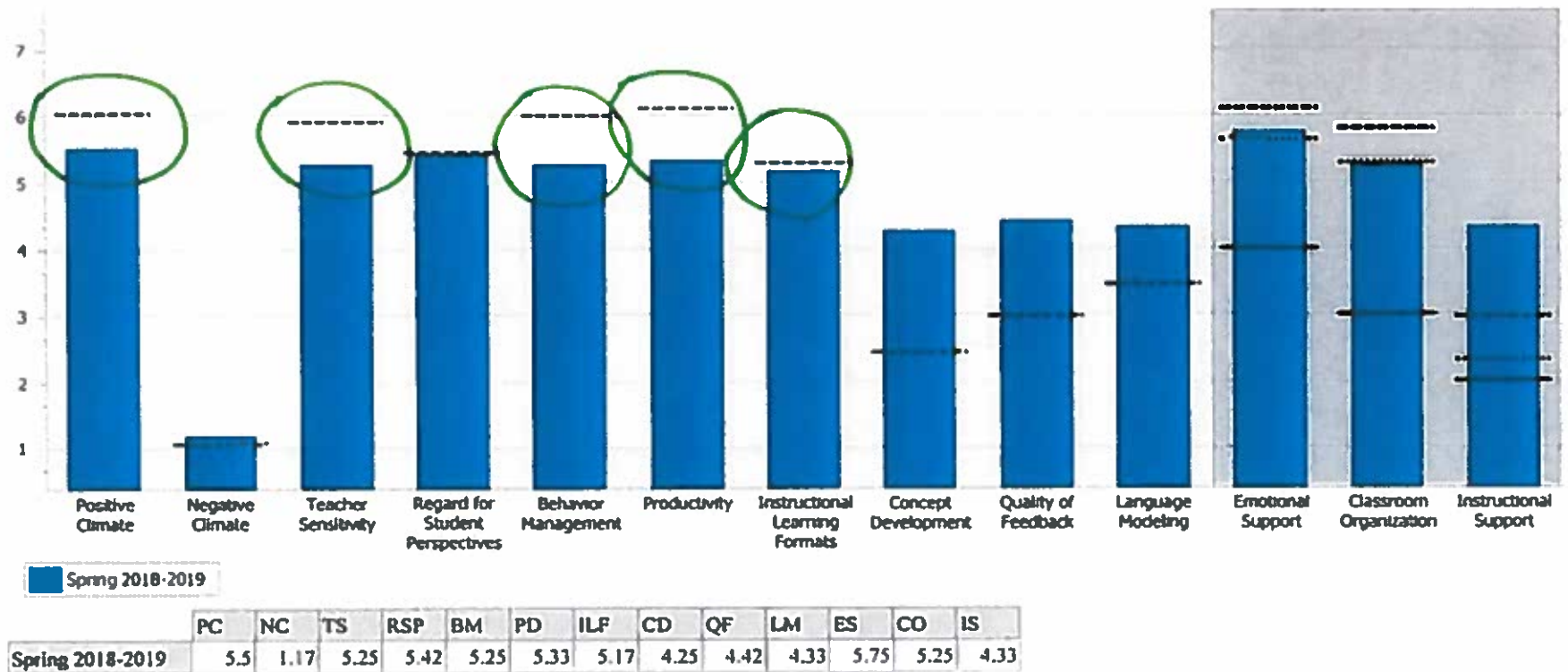
November	12%
December	25%
January	37%
February	50%
March	62%
April	75%
May	87%
June	100%



Region 9 ESC

5630 - Pre-K CLASS® Average Score Charts
Observation Periods: Spring 2018-2019, Spring 2015-2016, Fall 2015-2016

Region 9 ESC



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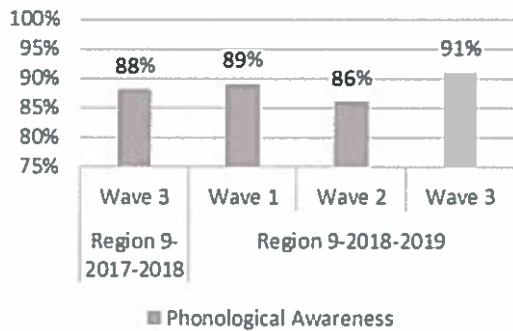
© ChildPlus

Region 9 Head Start – % met benchmark

Fall 2018, Winter 2019, Spring 2019: Wave 1, 2, 3

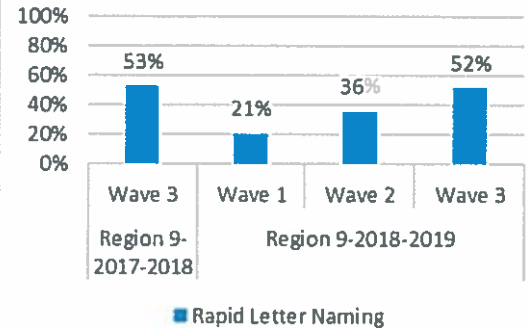
STRENGTHS Area showed growth

Phonological Awareness



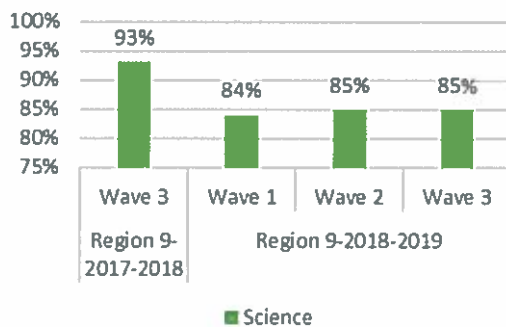
OPPORTUNITIES FOR GROWTH Area did not show growth

Rapid Letter Naming

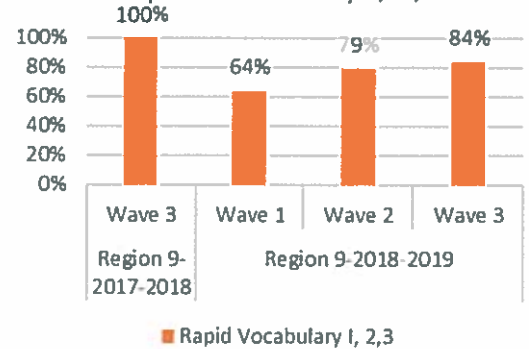


OPPORTUNITIES FOR GROWTH Area did not show growth

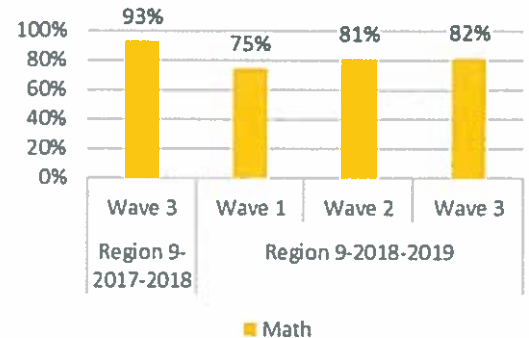
Science



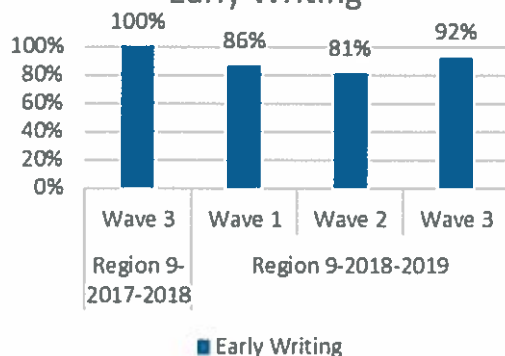
Rapid Vocabulary I, 2,3



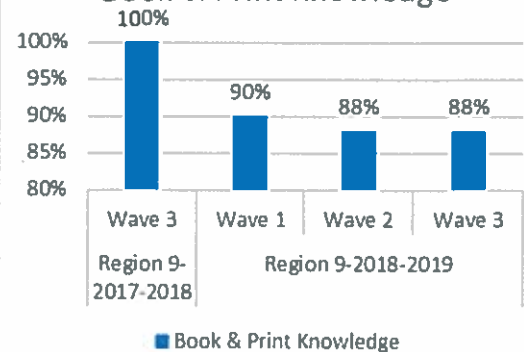
Math



Early Writing



Book & Print Knowledge



**DEPARTMENT OF HEALTH AND HUMAN SERVICES
ADMINISTRATION FOR CHILDREN AND FAMILIES
NOTICE OF AWARD**

SAI NUMBER:

PMS DOCUMENT NUMBER:

1. AWARDING OFFICE: Office of Head Start		2. ASSISTANCE TYPE: Discretionary Grant	3. AWARD NO.: 06CH011086-01-00	3a. AMEND. NO.: 0
4. FAIN: 06CH011086				
5. TYPE OF AWARD: Service		6. TYPE OF ACTION: New		7. AWARD AUTHORITY: 42 USC 9801 ET SEQ
8. BUDGET PERIOD: 07/01/2019 THRU 10/31/2019	9. PROJECT PERIOD: 07/01/2019 THRU 06/30/2024		10. CFDA NO.: 93.600 - Head Start	
11. RECIPIENT ORGANIZATION: REGION 9 ED SERVICE CENTER 301 Loop 11 Wichita Falls, TX 76306-3706 Grantee Authorizing Official: Robert Henderson , Board Chairman			12. PROJECT / PROGRAM TITLE: Head Start	
13. COUNTY: Wichita		14. CONGR. DIST: 13		15. PRINCIPAL INVESTIGATOR OR PROGRAM DIRECTOR: Stacey Jurecek Head Start Director
16. APPROVED BUDGET:		17. AWARD COMPUTATION:		
Personnel..... \$ 541,495.00		A. NON-FEDERAL SHARE..... \$ 224,737.00 20%		
Fringe Benefits..... \$ 54,505.00		B. FEDERAL SHARE..... \$ 898,949.00 80%		
Travel..... \$ 22,051.00		18. FEDERAL SHARE COMPUTATION:		
Equipment..... \$ 0.00		A. TOTAL FEDERAL SHARE..... \$ 898,949.00		
Supplies..... \$ 16,411.00		B. UNOBLIGATED BALANCE FEDERAL SHARE..... \$ 0.00		
Contractual..... \$ 155,881.00		C. FED. SHARE AWARDED THIS BUDGET PERIOD...\$ 0.00		
Facilities/Construction..... \$ 0.00		19. AMOUNT AWARDED THIS ACTION:		\$ 898,949.00
Other..... \$ 63,659.00		20. FEDERAL \$ AWARDED THIS PROJECT PERIOD:		\$ 898,949.00
Direct Costs..... \$ 854,002.00		21. AUTHORIZED TREATMENT OF PROGRAM INCOME:		
Indirect Costs..... \$ 44,947.00		Additional Costs		
In Kind Contributions..... \$ 0.00		22. APPLICANT EIN:		
Total Approved Budget..... \$ 898,949.00		751246742		23. PAYEE EIN: 1751246742A1
		24. OBJECT CLASS: 41.51		

25. FINANCIAL INFORMATION:

ORGN	DOCUMENT NO.	APPROPRIATION	CAN NO.	NEW AMT.	DUNS	UNOBLIG.	NONFED %
	06CH01108601	75-19-1536	9-G064122	\$881,398.00	611506788		
	06CH01108601	75-19-1536	9-G064120	\$17,551.00			

26. REMARKS: (Continued on separate sheets)

27. SIGNATURE - ACF GRANTS OFFICER Clinton A Mcgrane 26 Federal Plaza Room 4114 New York, NY 10278 Phone: 212-264-2890 EXT 176		ISSUE DATE: 06/21/2019	28. SIGNATURE(S) CERTIFYING FUND AVAILABILITY Mr. Omar Barrett 06/21/2019	
29. SIGNATURE AND TITLE - PROGRAM OFFICIAL(S) Mrs. Tatia Long - Supervisory Program Specialist			DATE: 06/21/2019	



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

July 3, 2019

Region 9 Education Service Center

Dear Grantee,

This letter is to notify you that your agency will receive a Focus Area 1 review in Program Year 2019-2020. You will receive additional information regarding your review, including review dates, approximately 60 days prior to the review.

Your assigned Monitoring Event Coordinator will be in contact with you to answer any questions you may have regarding the monitoring review process.

Monitoring Reviews for Program Year 2019-2020*

06CH011086	Focus Area 1
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* The OHS may conduct Follow-Up and Special reviews as necessary

Lastly, for your reference, the FY2020 Monitoring Protocols will be available on the [Early Childhood Learning & Knowledge Center](#) and on the [Aligned Monitoring System Virtual Expo](#).

Sincerely,

OHS Monitoring Team
ohsmonitoring@dlhcorp.com
1 800-518-1932 (option 2)

FY 2019 Focus Area One Monitoring Protocol



Purpose

Focus Area One is an opportunity for grantees to discuss their program design, management, and governance structure. In addition, this focus area is designed to develop an understanding of each grantee's foundation for program services. Grantees will describe approaches to staffing structure, program design, education, health services, family services, fiscal infrastructure, and program governance.



Approach

The Focus Area One review is an off-site interview. The review begins with the reviewer conducting a document review using data and reports from the Head Start Enterprise System (HSES) and other sources to learn about the grantee's program design and understand the needs of the children and families the grantee serves. Prior to the call with the grantee, the reviewer will speak with the grantee's regional program and fiscal specialists for additional context about the grantee.

Following the document review, the reviewer will conduct a series of off-site telephone interviews with the grantee that occur during a 1-week period. These discussions will provide an understanding of the program's design and plans for implementing and ensuring comprehensive, high-quality services that meet the needs of children and families.



Methodology

Document Review. The reviewer will focus on the following listed documents located in the HSES or other available sources:

- Grant application/goals including the budget
- Program Information Report data
- Community assessment summary
- Past monitoring data
- Self-assessment data
- Annual report
- Audits

Off-site Discussions

The reviewer will work with the grantee to identify the appropriate individuals to participate in the off-site discussions (e.g., governing body, policy council, managers, and direct service staff).

Road Map to the FY 2019 Focus Area One Monitoring Protocol

This protocol will guide the discussions between the grantee and the reviewer during the Focus Area One review. It includes the topic areas for discussion, specific performance areas for assessment, and the Federal regulations associated with each area of performance. The protocol is divided into the following five topic areas:

- Program design and management
- Designing quality education and child development program services
- Designing quality health program services
- Designing quality family and community engagement program services
- Developing effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) strategies and fiscal infrastructure

Federal Regulations

Each section of the protocol includes a list of the Federal regulations grounding the discussions. This list ensures transparency regarding the regulations used when assessing grantee performance. Grantees should note that they remain accountable for all of the Head Start Program Performance Standards (HSPPS) and other Federal, State, and local regulations guiding program operations, management, and oversight.

What We Want to Learn

This section of the protocol outlines the topics for discussions between the reviewer and grantee. We designed the statements and questions listed in this section to stimulate a meaningful discussion that provides grantees an opportunity to describe the intentionality behind their program design, decisions, and operations; their challenges and strengths; and their strategies for continuous program improvement.

The questions and statements in the *What We Want to Learn* section are not intended to be exhaustive or to limit discussion. Using the *What We Want to Learn* sections as a guide, the reviewer and grantee may engage in discussion beyond the questions included in the protocol.

**Program Design and Management****Overview****Purpose**

Each grantee must design a program that meets community needs and ensures a program, fiscal, and human resources structure that provides effective management and oversight of all program areas. This section focuses on the intentionality of the grantee's program design and their ability to address the characteristics, strengths, and needs of children and families they serve. The purpose of this section is to gain a foundational knowledge of the grantee's program design and structure.

Approach

The reviewer will review documents to learn about the grantee's operational structure, program governance, and the community's needs. The grantee will have the opportunity to share what they have learned about the children and families in their community and how the program design is responsive to those needs and promotes school readiness. This section contains three areas for discussion: *the grantee's understanding of the needs within the community, the grantee's approach to providing effective management and oversight; and how the policy council and governing body fulfill their roles and responsibilities.*

Federal Regulations

- 1301.2(a)-(b) Governing body
- 1301.3(b)-(c) Policy council and policy committees
- 1301.5 Training
- 1302.11(b) Determining community strengths, needs, and resources
- 1302.20(a)-(b) Determining program structure: choosing a program option and delivering comprehensive services
- 1302.101(a) Management system
- 1302.102(a) Establishing program goals
- 1302.102(b) Monitoring program performance
- 1302.102(c) Using data for continuous improvement
- 1302.102(d) Reporting

What We Want to Learn**Program Design**

The grantee's program structure and design is informed by the community strengths and needs

1. The grantee will describe how the program took into account various characteristics such as ethnicity, language, disabilities, mental health, children in foster care, homelessness, and working families when designing the program. 1302.11(b)(1)
2. The grantee will describe how the program selected program option(s) and program location to meet the needs of children and families. 1302.20(a)(1)
3. The grantee will describe how the program's staffing ratio meets the needs of children and families.
4. The grantee will describe how changes in the community have affected the type or location of services offered.

**Program Management**

The grantee has an approach to providing effective management and oversight of all program areas and fiduciary responsibilities

1. The grantee will discuss how the program, in collaboration with the governing body and the policy council, develops goals for the provision of program services. 1302.102(a)
2. The grantee will describe the process for monitoring program performance and using program data to evaluate progress and risk, and to inform continuous improvement in all program service areas. 1302.102(b)
3. The grantee will discuss how the program plans to supervise staff and provide feedback to inform professional development opportunities and continuous program improvement. 1302.101(a)(2)
4. The grantee will describe the process for using child-level assessment data and other program data to direct ongoing program improvement. 1302.102(c)(2)(ii)
5. The grantee will discuss how program leadership communicates to the program staff, policy council, and governing body about program progress. 1302.102(d)
6. The grantee will discuss how the grantee ensures budget and staffing patterns support provision of a full range of services. 1302.101(a)(3)

Program Governance

The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

1. The grantee will describe the composition of the governing body and policy council and the grantee's strategy for leveraging their expertise. 1301.2(a)-(b); 1301.3(b)-(c)
2. The grantee will describe how governing body and policy councils are equipped to meet their roles and responsibilities, and to provide effective oversight. 1301.5

Understanding the Approach to Program Services



HEAD START

Designing Quality Education and Child Development Program Services

Overview

Purpose

This section focuses on the grantee's approach to providing high-quality early education and child development services that promote the cognitive, social, and emotional growth of children, including those with disabilities, for later success in school.

Approach

The grantee will have the opportunity to describe their strategy for designing and implementing effective teaching practices and implementing safe, well-organized learning environments (and group socialization opportunities in home-based programs) that meet each child's needs. This section contains three areas for discussion: *how the grantee aligns with school readiness, the grantee's strategies for ensuring effective teaching practices; how the grantee supports teachers in promoting school readiness; and how the home-based program option helps parents provide high-quality learning experiences.*

Federal Regulations

642(f)(3) Curriculum
 1302.31(a)-(e) Teaching and the learning environment
 1302.34(a) Parent and family engagement in education and child development services
 1302.35(a)-(c) Education in home-based programs
 1302.61(a) Additional services for children with disabilities
 1302.70(a) Transitions from Early Head Start
 1302.91(a),(d),(e) Staff qualifications and competency requirements
 1302.92(a)-(c) Training and professional development
 1302.102(a)(3) School readiness goals

The Head Start Early Learning Outcomes Framework

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
• INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
• PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

What We Want to Learn

Alignment with School Readiness

The grantee's approach to school readiness aligns with the expectations of receiving schools*, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

1. The grantee will describe how the program plans to align with the expectations of receiving schools, the HSELOF, and the state early learning standards. 1302.102(a)(3)
2. The grantee will describe how the program plans to support successful transitions for children and their families transitioning out of Early Head Start. 1302.70(a)
3. The grantee will describe why the program chose their curriculum, how it is responsive to the needs of the children, and how the curriculum will help the program meet school readiness goals. 642(f)(3)
4. The grantee will describe how the program supports parents as their children's lifelong educators. 1302.34(a)

**Receiving schools refers to schools and programs where enrolled children will attend upon completing the Early Head Start or Head Start program.*

**Effective and Intentional Approach to Teaching Practices**

The grantee **has strategies to ensure teaching practices promote progress toward school readiness.**

1. The grantee will describe the program's strategies for ensuring teaching practices are responsive to and build on the developmental progressions of children. 1302.31(b)(1)(ii)
2. The grantee will discuss the program's strategies for providing nurturing and responsive environments for children, including ensuring environments are communication and language rich, promote critical thinking and problem solving, and encourage children's engagement. 1302.31(b)(1)(i)
3. The grantee will describe the strategies to ensure the full inclusion of children with disabilities. 1302.61(a)
4. For dual language learners, the grantee will discuss their strategies to support bilingualism and biliteracy. 1302.31(b)(2)

Supporting Teachers in Promoting School Readiness

The grantee **has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.**

1. The grantee will describe the qualifications required for managers and staff, and if staff currently meets those requirements. 1302.91(a)
2. The grantee will describe how the program assists education staff in using data to individualize learning experiences to improve outcomes for all children. 1302.92(b)(5)
3. The grantee will describe how the program identifies strengths, areas of needed support, and determines which staff would benefit from intensive coaching for all education staff. 1302.92(c)(1)

Home-Based Program Services

The grantee **has strategies to ensure home-based program services help parents to provide high-quality learning experiences.**

1. The grantee will discuss the strategies for promoting secure parent-child relationships and helping parents provide high-quality learning experiences. 1302.35(a)

***Designing Quality Health Program Services*****Overview****Purpose**

This section focuses on how the grantee provides high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and are supportive of each child's growth and school readiness. This section also focuses on the grantee's approach for maintaining a system of health and safety practices that ensures children's safety at all times.

Approach

The reviewer will conduct an off-site interview with the management staff responsible for ensuring the delivery of high-quality health, oral health, mental health, and nutrition services. The reviewer will also ask how the grantee ensures children's safety. This section contains two primary areas of discussion: child health and environmental safety practices.

Federal Regulations

1302.40 Health Services Advisory Committee (HSAC)

1302.42(a)-(d) Child health status and care

1302.45(b)(1) Mental health consultants

1302.47(b)(1)-(4) Safety practices: system of management

Sec. 648A(g)(3) Staff recruitment and selection procedures: criminal record checks

1302.90(c) Standards of conduct

What We Want to Learn**Child Health Status and Care**

The grantee has an approach to ensuring delivery of high-quality health services.

1. The grantee will describe the program's strategy for effectively monitoring and maintaining timely information on children's health status and care, including ongoing source of health care, preventive care, and follow-up.
 - a. The grantee will discuss the approach to ensuring children have continuous ongoing healthcare. 1302.42(a)
 - b. The grantee will discuss the approach to ensuring children are up to date on a schedule of age-appropriate preventive and primary medical and oral health care. 1302.42(b)(1)(i)
 - c. The grantee will discuss the approach to ensuring ongoing care and extended follow-up care. 1302.42(c)-(d)
2. The grantee will describe how the program leverages expertise of the HSAC, including Head Start parents, health professionals, and community members to learn about and support each child's health and mental health needs. 1302.40(b)
3. The grantee will describe how the program secures a mental health consultant to implement strategies to support children with mental health and social and emotional concerns. 1302.45(b)(1)

**Health and Safety Practices**

The grantee has strategies for maintaining healthy and safe environments and for ensuring all staff have complete background checks.

1. The grantee will describe the program's approach to ensuring routine safety in the learning environment (indoor and outdoor facilities, equipment, and materials). 1302.47(b)(1)(ix); 1302.47(b)(2)(v)
2. The grantee will describe the program's strategy for training staff on safety practices and procedures. 1302.47(b)(4)
3. The grantee will describe how the grantee plans to ensure that all staff abide by the program's standard of conduct. 1302.90(c)
4. The grantee will describe the program's process for ensuring all staff have background checks, including the timeliness of the background checks. 648A(g)(3)

Designing Quality Family and Community Engagement Program Services

Overview

Purpose

The grantee must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program and that leverage community partnerships or other funding sources.

Approach

During the off-site interview, the grantee will provide information about their strategy for integrating high-quality family engagement services into all areas of programming that are responsive to the needs of families. The grantee will have the opportunity to discuss the expected outcomes for families and how the program design supports achieving those outcomes. *This section contains two areas for discussion: the grantee's approach for collaborating with families and the grantee's approach for providing services that strengthen parenting skills.*

Federal Regulations

1302.51(a)-(b) Parent activities to promote child learning and development
1302.52(c) Family partnership services
1302.53(a)(1) Community partnerships

What We Want to Learn

Family Well-Being

The grantee has an approach for collaborating with families to support family well-being.

1. The grantee will describe the approach to supporting family goal setting and tracking family strengths, needs, and progress toward goals. 1302.52(c)(3)
2. The grantee will describe the strategies for obtaining resources that support family well-being, either within the program or through community partnerships. 1302.53(a)(1)

Strengthening Parenting and Parent-Child Supports

The grantee has an approach to providing services that strengthen parenting skills.

1. The grantee will describe how the program plans to support parents in strengthening parenting skills and if they plan to use a parenting curriculum. 1302.51(a)-(b)

***Developing Effective ERSEA Strategies and
Fiscal Infrastructure*****Overview****Purpose**

In this section, the grantee will describe how the program's recruitment and selection strategies are responsive to the needs of the community's eligible children and families, and the strategy for maintaining their funded enrollment level. The grantee will also provide information about the program's fiscal capacity and financial infrastructure.

Approach

The reviewer will discuss the grantee's strategy for recruiting and selecting eligible children and families. The fiscal representative will discuss how the program supports the accomplishment of program goals and effectively oversees program funds and property through qualified fiscal personnel and a responsive budget.

Federal Regulations

1302.12(i) Verifying eligibility

1302.13 Recruitment of children

1302.14(a)-(b) Selection process and children eligible for services under the Individuals with Disabilities Education Act (IDEA)

1302.15(a) Funded enrollment

1302.91(c) Staff qualifications and competency requirements

1302.101(a)(3) Management system implementation: budget

75.308 Revision of budget and program plans

642(c)(1)(B) Governing body composition

642(c)(1)(E)(iv)(VII)(aa)-(bb) Governing body responsibilities

642(c)(2)(D)(iii)-(iv) Policy council responsibilities

What We Want to Learn**Eligibility, Recruitment, Selection, Enrollment, and Attendance**

The grantee has strategies to identify and enroll children and families in the community most in need of services.

1. The grantee will describe how the program's recruitment strategy reflects the grantee understands the characteristics and needs of the community's eligible children and families. 1302.13
2. The grantee will describe the program's strategy for recruiting children with disabilities and other vulnerable children, including homeless children and children in foster care. 1302.13
3. The grantee will describe how the program designed the selection criteria to identify and meet the needs of families most in need and describe the program's plan for maintaining full enrollment. This includes:
 - Do the selection criteria prioritize the children and families most in need? 1302.14(a)(1)
 - Does the grantee have a verification process for determining eligibility? 1302.12(i)
 - Does the grantee have a plan for meeting and maintaining full enrollment? 1302.15(a)
 - Does the grantee have any challenges reaching full enrollment?

Fiscal Infrastructure, Capacity, and Responsiveness

The grantee's fiscal officer and the fiscal member or the advisor to the governing body has the qualifications needed to provide oversight of the grant.

1. The grantee will describe the qualifications (experience and education) of the fiscal officer primarily responsible for the grant award(s).
 - Does the fiscal officer have the required qualifications if hired after November 2016? 1302.91(c)
2. The grantee will identify the member or advisor to the governing body with a background and expertise in fiscal management or accounting, and how the grantee uses his or her expertise. 642(c)(1)(B)

The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

1. The grantee will describe the budget development process, including:
 - Who is involved? 642(c)(1)(E)(iv)(VII)(aa)-(bb) (governing body) and 642(c)(2)(D)(iii)-(iv) (policy council)
 - How the budget aligns with program design and goals.
 - How the grantee ensures continuous alignment between the budget and the program design, scope, and objectives by revising the budget and obtaining appropriate approvals as needed. 75.308

Certification of Governance and Leadership Capacity Screening

06CH011086

Grant Number: _____

Region 9 ESC Head Start Program

Grantee Name: _____

The signatures below attest that, consistent with the terms and conditions of the Notice of Award (NOA), our agency completed a screening of the governance and leadership capacity and developed a plan to address identified training needs.

Robert W. Henderson 8-28-19
Board Chair/Tribal Chair Date

V. Desandiz 8-14-19
Policy Council Chair Date

Stacy G. Guevara 8/14/19
Head Start Director Date

N/A _____
Early Head Start Director Date



ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Program Management and Fiscal Operations

pmfo@ecetta.info • <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations> • Tel. 888.874.5469

Governance, Leadership, and Oversight Capacity Screener

Introduction

Organizations that accept federal funds to operate Head Start and/or Early Head Start programs must have strong governance systems in place to safeguard federal dollars and provide oversight and direction to the Head Start program.

This screener organizes the Head Start requirements to help organizations identify where they need to make changes and build capacity to fulfill their Head Start governance responsibilities.

Suggestions for Use

1. Print a copy of this screener.
2. Have your organization's governing body or Tribal Council chair, Policy Council chair, executive director, and Head Start program director work together to review the table beginning on page 3 and to identify (with a check mark or "X") the following items:
 - i. Required Head Start governance practices that your organization currently has in place
 - ii. Required Head Start governance practices that your organization will implement within the first three months of funding
 - iii. Required Head Start governance practices that your organization needs help understanding and implementing
3. On the final page of this document list the governance practices and regulations that your organization needs assistance in understanding and implementing.
4. Enter any questions or concerns you have in the comments section on the final page of this document.
5. Share this screener and your findings with your full governing body or Tribal Council, Policy Council, and Head Start program leadership. Assign people to begin implementation of the governance practices you have identified as not currently in place.
6. You can explore the [Organizational Leadership](#) page on the Early Childhood Learning and Knowledge Center (ECLKC) to access other resources that can assist you as you move your governance system and practices forward.
7. At your next meeting with Regional Office staff, discuss those governance practices and regulations where your organization may benefit from technical assistance.



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
1. The governing body (or Tribal Council) has the required composition. ¹		Head Start Act Sec. 642(c)(1)(B) (i-iv)	
• At least one member has fiscal/accounting background and expertise	X		
• At least one member has early childhood education and development background and expertise	X		
• At least one member is a licensed attorney	X		
• Members reflect the community served and include parents of children who are currently, or were formerly, enrolled in Head Start programs	X		
2. The Policy Council has the required composition.		Head Start Act Sec. 642(c)(2)(B)(i) Sec. 642(c)(2)(B)(ii)(I-II)	
• A majority are parents of children who are currently enrolled in the Head Start program (including delegate agencies)	X		
• Other members are representatives at-large of the community served by the program or any delegate agency (may include parents of children formerly enrolled)	X		
• Members are elected by parents of children currently enrolled in the program	X		

¹ If the composition of the governing body does not include individuals with the required qualifications, the governing body must use consultants or other individuals with relevant expertise and qualifications to meet the composition requirements [Head Start Act Sec. 642(c)(1)(B)(vi)].



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
3. The Head Start program must ensure that members of the:		Head Start Act Sec 642(c)(1)(C), 642(c)(2)(C), and 642(c)(3)(B) Head Start Program Performance Standards 1301.2(a) and 1301.3(b)(2)	
• Governing body do not have a conflict of interest	×		
• Policy council, and of the policy committee at the delegate level, do not have a conflict of interest	×		
4. Head Start program has established a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible.		Head Start Program Performance Standards 1301.4 (a)	
• The committee is established at the center level for center-based program and at the local program level for other program options	×		
5. Governing body may establish advisory committees as it deems necessary for effective governance and improvement of the program.		Head Start Program Performance Standards 1301.2(c)	
• Establish the structure, communication, and oversight in such a way that the governing body continues to maintain its legal and fiscal responsibility	×		
• Notify responsible HHS official of intent to establish an advisory committee	×		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
6. Members of the governing body (or Tribal Council) receive effective and ongoing training and technical assistance (T/TA) to ensure that they understand the information they receive and are able to provide effective oversight of, make appropriate decisions for, and participate in programs of the Head Start agency.		Head Start Act Sec. 642(d)(3)	
The agency has a system for identifying the T/TA needs of the governing body (or Tribal Council) and using this information to develop a T/TA plan	×		
7. Members of the Policy Council receive effective and ongoing training and technical assistance (T/TA) to ensure that they understand the information they receive and can provide effective oversight of, make appropriate decisions for, and participate in programs of the Head Start agency.		Head Start Act Sec. 642(d)(3) Head Start Program Performance Standards 1302.12(m)	
The agency has a system for identifying the T/TA needs of the Policy Council and using this information to develop a T/TA plan	×		
T/TA or orientations include training on program performance standards and training indicated in 1302.12(m)	×		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
8. The governing body (or Tribal Council) exercises the following responsibilities:		Head Start Act Sec. 642(c)(1)(E)(iv)(I-III) Sec. 642(c)(1)(E)(iv)(VI)	
• Establishes procedures and criteria for recruiting, selecting, and enrolling children	X		
• Selects delegate agencies, as appropriate	X		
• Develops procedures for selecting Policy Council members	X		
• Reviews applications and amendments to applications for funding	X		
9. The governing body (or Tribal Council) exercises responsibility for the following:		Head Start Act Sec. 642(c)(1)(E)(iv)(VII)(aa)-(dd)	
• Approval of all major financial expenditures of the agency	X		
• Annual approval of the operating budget of the agency	X		
• The selection (except when a financial auditor is assigned by the state under state law or is assigned under local law) of independent financial auditors to report all critical accounting policies and practices to the governing body (or Tribal Council)	X		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
The financial audit	X		
Monitoring of the agency's actions to correct any audit findings and other actions necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices	X		
10. The governing body (or Tribal Council) is engaged in reviewing and approving each of the following:		Head Start Act Sec. 642(c)(1)(E)(iv)(V)(aa-cc) Sec. 642(c)(1)(E)(iv)(VIII)-(IX)	
The annual self-assessment	X		
The agency's progress in carrying out the programmatic and fiscal provisions in the agency's grant application, including implementation of corrective actions	X		
Personnel policies of the agency regarding the hiring, evaluation, termination, and compensation of agency employees	X		
Results from monitoring conducted under section 641A(c), including appropriate follow-up activities	X		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure Is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
11. The program staff ensures the parent committee assumes responsibility for the following:		Head Start Program Performance Standards 1301.4 (b)	
• Work with program staff to determine the best methods to engage families using strategies that are most effective in their community	X		
• Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families	X		
• Have a process for communication with the Policy Council and policy committee	X		
• Participate in the recruitment and screening of Early Head Start and Head Start employees	X		
12. The Head Start program works with the governing body (or Tribal Council) and Policy Council to make available to the public a report published at least once each year that discloses the following information from the most recently concluded fiscal year:		Head Start Act Sec. 644 (a)(2)(A-H)	
• The total amount of public and private funds received and the amount from each source	X		
• An explanation of budgetary expenditures and proposed budget for the fiscal year	X		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
• The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served	X		
• The results of the most recent review by the Secretary and the financial audit	X		
• The percentage of enrolled children that received medical and dental exams	X		
• Information about family engagement activities	X		
• The agency's efforts to prepare children for kindergarten	X		
• A summary of a program's most recent community assessment 1302.102(d)(2)	X		
• Any other information required by the Secretary	X		
13. The following reports are received by the governing body and the Policy Council and members find them useful:		Head Start Act Sec. 642(d)(2)(A-I) Head Start Program Performance Standards 1302.102	
Annual reports:			
• The financial audit	X		
• The self-assessment, including any findings related to such assessment	X		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
• Program Information Reports (PIRs)	X		
Monthly reports:			
• Financial statements, including credit card expenditures (if the program uses credit cards)	X		
• Program information summaries	X		
• Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency	X		
• Reports of meals and snacks provided through programs of the U.S. Department of Agriculture (USDA)	X		
Additional reports:			
• Community assessment, completed every five years with annual updates	X		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
Long-term goals for ensuring programs are and remain responsive to community needs, goals for the provision of educational, health, nutritional, and family and community engagement, program services to promote the school readiness of enrolled children, school readiness goals, and short-term measurable programmatic and financial objectives	×		
Applicable and current updates from the Secretary (e.g., Program Instructions, Information Memorandums, etc.)	×		
Ongoing monitoring data, data on school readiness goals and other information described in 1302.102	×		
14. Head Start agency's governing body and Policy Council have jointly established written procedures for resolving internal disputes between the governing board and Policy Council in a timely manner that includes impasse procedure. These procedures must:		Head Start Program Performance Standards 1301.6 (a)(1-3) and 1301.6(b)	
Demonstrate that the governing body considers proposed decisions from the Policy Council and that the Policy Council considers proposed decisions from the governing body	×		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
If there is a disagreement, require the governing body and the Policy Council to notify the other in writing why it does not accept a decision	X		
Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal	X		
Governing body and Policy Council must select a mutually agreeable third-party mediator (as outlined in impasse procedures)	X		
Governing body and Policy Council are prepared to participate in a formal process of mediation that leads to a resolution of the dispute (as outlined in Impasse procedures)	X		
15. If no resolution is reached with a mediator (NOTE: American Indian and Alaska Native Programs skip and move to next section)		Head Start Program Performance Standards 1301.6 (c)	
Governing body and Policy Council must select a mutually agreeable arbitrator whose decision is final	X		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
16. The Policy Council approve and submit to the governing body decisions about each of the following activities of program operations:		Head Start Act Sec. 642(c)(2)(D)(i-viii) Sec. 642(c)(2)(A) Head Start Program Performance Standards 1302.101(b)(4)	
• Activities to support the active engagement of families in the program	×		
• Program recruitment, selection, and enrollment priorities	×		
• Applications for funding and amendments to applications for funding	×		
• Budget planning for program expenditures, including policies for reimbursement related to participation in Policy Council activities	×		
• Bylaws for the operation of the Policy Council	×		
• Program personnel policies and decisions regarding the employment of program staff, consistent with 642(c)(1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff	×		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
17. A program must submit reports, as appropriate, to the HHS official immediately or as soon as practicable:		Head Start Program Performance Standards 1302.102 (d) and 1304.12	
• Any significant incidents affecting the health and safety of program participants	✗		
• Circumstances affecting the financial viability of the program	✗		
• Breaches of personally identifiable information	✗		
• Program involvement in legal proceedings	✗		
• Any matter for which notification or a report to state, tribal or local authorities is required by law: • Reports addressing child abuse and neglect or laws governing sex offenders • Incidents that require classrooms or centers to be closed for any reason • Legal proceedings directly related to program operations • All conditions required to be reported under 1304.12 including child and Adult Care Food Program (CACFP)	✗		

Head Start Governance, Leadership, and Oversight Capacity Screener

Comments section:

Our organization needs assistance in understanding and implementing the following governance regulations:

N/A

Additional comments, questions, or concerns:

N/A



ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Early Childhood
National Centers
Program Management and Fiscal Operations



Certification of Health and Safety Screening

Grant Number: 06CH011086

Grantee Name: Region 9 ESC Head Start

The signatures below attest that our agency has completed a health and safety screening of each site where children receive Head Start/Early Head Start services, consistent with the terms and conditions of the Notice of Award (NoA).

Our agency commits to maintaining compliance with local, state, and federal health and safety requirements.



Board Chair/Tribal Chair



Policy Council Chair



Head Start Director

N/A

Early Head Start Director

8/28/19

Date

8-14-19

Date

8/14/19

Date

Date



OFFICE OF HEAD START

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Health and Safety Screener: Policies and Procedures for Head Start Programs

Introduction

Organizations that serve young children have an obligation to ensure that children in their care are in healthy and safe environments, and that policies and procedures that protect children are in place.

This screener will help organizations to identify where they need to make changes and build capacity in order to ensure children are healthy and safe while in their care. It contains best practices as well as requirements found in the Head Start Program Performance Standards.*

Suggestions for Use

1. Complete a health and safety screening for each site where children receive services.
2. Mark each item in the screening form "yes" or "no." Provide descriptions for items marked "no."
3. Determine issues, priorities, and staff responsible for actions and improvements within each site and across the program.
4. Follow up to assure improvements are made in a timely fashion.

** This screener does not include all applicable Head Start Program Performance Standards, nor does it cover every possible health and safety concern or replace each grantee's responsibility to ensure ongoing compliance with local, state, and federal health and safety requirements. Requirements related to healthy and safe environments can be found throughout the Head Start Program Performance Standards. Programs should also consult [Caring for Our Children Basics](#), for additional information to develop and implement adequate safety policies and practices.*

Date: August 20, 2019

Completed by: Stacey Jurecek - Region 9 ESC Head Start Coordinator

Health/Safety Factors	Yes	No	Description of Conditions
Facilities			
All areas are safe, clean, and free from pests.	☒	☐	
Exits are clearly marked, and emergency evacuation routes and other safety procedures are posted in the classroom and in appropriate locations throughout the site.	☒	☐	
Lighting is sufficient and adequate for all classroom activities.	☒	☐	
Emergency lighting is available in case of a power failure.	☒	☐	
Fire extinguishers are available, accessible, tested, and serviced regularly.	☒	☐	
Smoke, carbon monoxide, and as necessary, radon detectors are installed, properly located, and tested regularly.	☒	☐	
Current child care, health, fire, and other applicable licenses and inspection certificates are present on site.	☒	☐	
All indoor and outdoor spaces meet minimum square footage requirements per local, state, tribal, and Head Start regulations, whichever is more stringent.	☒	☐	
All playground areas are visible to supervising adults.	☒	☐	
Necessary accommodations and modifications are made to ensure the safety, comfort, and full participation of all children including those with disabilities.	☒	☐	
Children are protected from potential hazards including choking, strangulation, electrical and drowning hazards, contagious diseases, and those presented by windows and glass doors, including falls and breakage.	☒	☐	

Health/Safety Factors	Yes	No	Description of Conditions
Toilets and hand washing facilities are clean, in good repair, and easily accessible for children's use. Supplies including toilet paper, hand soap, and towels are available and accessible.	☒	☐	
Toileting and diapering areas are separated from areas used for food preparation, service and eating, and equipped with sanitizing supplies for exclusive use in the area.	☒	☐	
Garbage is stored in a safe and sanitary manner to prevent contamination.	☒	☐	
Children and staff are protected from potential injuries from heating and cooling systems, including burns from hot water (water should not exceed 120 degrees).	☒	☐	
Indoor and outdoor environments are free of mold and pollutants, including smoke, lead, pesticides, and herbicides, as well as soil and water pollutants.	☒	☐	
Child-accessible electrical outlets have covers, are tamper-resistant, or have safety plugs.	☒	☐	
Sleeping arrangements for infants follow safe practices as recommended by the American Academy of Pediatrics (AAP) and are free of soft bedding materials (e.g., soft mattress, crib bumpers, pillows, stuffed animals, fluffy blankets, and comforters). No drop-side cribs are in use.	☒	☐	
Age-appropriate rest and nap opportunities are available for preschool age children if the program operates six hours or longer.	☒	☐	
Children are protected from any hazards posed by classroom or family child care pets.	☒	☐	
Clean, sanitary drinking water should be readily accessible in indoor and outdoor areas throughout the day.	☒	☐	

Health/Safety Factors	Yes	No	Description of Conditions
Equipment and Materials			
Equipment, toys, materials, supplies, and furniture are safe, age, and developmentally appropriate.	☒	☐	
Medication is properly stored and labeled and is not accessible to children.	☒	☐	
Cleaning supplies and other potentially dangerous materials and toxins are not accessible to children.	☒	☐	
All indoor and outdoor equipment, materials and furnishings meet standards set by the Consumer Product Safety Commission (CPSC) or the American Society for Testing and Materials, International (ASTM).	☒	☐	
Emergency supplies, including parent and emergency contact information, first aid kits, and fire safety supplies are readily accessible to staff.	☒	☐	
No firearms or other weapons are accessible to children.	☒	☐	
Policies and Procedures			
A sign-in/sign-out system is used to track those who enter and exit the facility.	☒	☐	
Policies and procedures ensure children are released only to authorized adults.	☒	☐	
Procedures are in place to ensure children are safe when they are unexpectedly absent and the parent has not contacted the program.	☒	☐	
Agency policies and procedures protect children with allergies from known allergens.	☒	☐	
Agency has all-hazards emergency management/disaster preparedness and response plans for events including natural and man-made disasters and emergencies, and violence in or near programs.	☒	☐	
Agency maintains current parent or guardian and emergency contact list. Staff carry list on field trips and during evacuations.	☒	☐	

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Health/Safety Factors	Yes	No	Description of Conditions
Infectious disease policies and procedures are in place and include contacting parents and communicating with the local health department as necessary.	☒	☐	
Staff are trained and implement policies that ensure children are released only to a parent, legal guardian, or other formally designated individual.	☒	☐	
Policies for health emergencies that require rapid response or immediate medical attention are shared with parents.	☒	☐	
Staff notify parents when children are sick or injured.	☒	☐	
Premises are kept free of undesirable and hazardous materials and conditions. Indoor and outdoor premises are inspected prior to each use by children.	☒	☐	
A routine schedule of cleaning, sanitizing, and disinfecting is followed. Infant toys are cleaned and sanitized by staff as needed between each use by individual children.	☒	☐	
Procedures are in place to protect the confidentiality of any personally identifiable information in child records, including references to (a) disclosure with parental consent, (b) disclosure without parental consent but with parental notice and opportunity to refuse, and (C) disclosure without parental consent.	☒	☐	
Active Supervision			
Children, including sleeping children, are supervised by staff at all times and never left alone with volunteers.	☒	☐	
Children in outdoor areas do not have access to unsafe or unsupervised areas (e.g. body of water, roads or parking lots, or other hazards).	☒	☐	

Health/Safety Factors	Yes	No	Description of Conditions
Constant and active supervision is maintained when any child is in or around water.	☒	☐	
Redundant procedures are in place to ensure that no child is left alone, i.e. a second staff person is designated to check classroom, outdoor play areas, sleeping areas, and vehicles during transitions and prior to departure.	☒	☐	
Required staff to child ratios are maintained at all times per local, state, and Head Start regulations, whichever is more stringent.	☒	☐	
Required group sizes are maintained at all times per local, state, and Head Start regulations, whichever is more stringent.	☒	☐	
Human Resources			
All staff abide by the program's standards of conduct which must support children's well-being, prevent and address challenging behaviors, and prevent maltreatment of children or endangerment to children's health or safety.	☒	☐	
All staff have background checks, sex offender registry checks, criminal history checks including fingerprint checks, and initial health exams.	☒	☐	
Complete background checks are conducted for all staff at least once every five years unless there is a more stringent system to ensure child safety; health exams must be periodically completed as recommended and required by state, tribal, or local requirements.	☒	☐	
All regular volunteers have been screened for appropriate communicable diseases as required by law, or in absence of a related law, as recommended by the Health Services Advisory Committee.	☒	☐	
All staff are trained in mandated reporter responsibilities, including recognizing suspected child abuse and neglect and following mandated reporting requirements.	☒	☐	

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Health/Safety Factors	Yes	No	Description of Conditions
Direct service staff are trained in first aid, CPR, prevention and control of infection diseases, use of safe sleeping practices, preventing and identifying Shaken Baby Syndrome, abusive head trauma, sun safety and medication administration (including the special needs of children with health issues), and to respond to specific medical emergencies, including asthma and allergies.	☒	☐	
All staff are trained in and implement hygiene practices related to toileting, hand washing, diapering, safe food preparation, and exposure to blood and body fluids.	☒	☐	
Transportation (if applicable)			
Program vehicles are properly equipped (e.g. two-way communication system, labeled and charged fire extinguisher, labeled first aid kit, seat belt cutter, reverse beeper, adaptations for children with disabilities as needed).	☒	☐	
Program carries out systematic preventive maintenance and each driver implements daily pre-trip vehicle inspections to ensure that vehicles used to transport children are in safe operating condition.	☒	☐	
Vehicles used for child transportation are inspected annually by an inspection program licensed or operated by the state.	☒	☐	
All auxiliary seating is built into the vehicle by the manufacturer, maintained, and included in the annual inspection.	☒	☐	
Children are seated using age, height and weight appropriate child passenger safety systems.	☒	☐	
Vehicle aisles and exits remain unobstructed at all times, and items in the passenger compartment are properly stored and secured.	☒	☐	

Health/Safety Factors	Yes	No	Description of Conditions
Drivers receive training prior to transporting any enrolled child, and refresher training each year. Topics include first aid, emergency response, operation of any special equipment, routine maintenance and vehicle safety checks, and recordkeeping.	☒	☐	
Bus monitors participate in annual training including child boarding and exiting procedures, use of child passenger safety systems, emergency response, evacuation procedures, pre- and post-trip vehicle checks, and child pick-up and release procedures.	☒	☐	
Trip routing minimizes the time a child is in transit, prevents vehicles from exceeding maximum passenger capacity, and assures child safety during pick-up and drop-off.	☒	☐	
Bus monitors and drivers have current information about individuals authorized to pick up the children.	☒	☐	
Bus monitors and drivers complete pre- and post-trip vehicle checks, including second or third complete interior inspections to ensure no child is ever left on a vehicle.	☒	☐	
Children receiving transportation services are taught safety procedures and participate in an initial emergency evacuation drill and at least two additional evacuation drills during the program year.	☒	☐	





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Office of Head Start | Region VI | 1301 Young St, Suite 937, Dallas, TX 75202 | www.eclkc.hhs.acf.hhs.gov

September 9, 2019

Robert H. Henderson, Board Chairperson
Region 9 Education Service Center
301 Loop 11
Wichita Falls, TX 76306-3799

Re: Grant Number 06CH011086

Dear Mr. Henderson,

This letter is in response to the request submitted August 1, 2019, to the Regional Office through HSES Correspondence to waive provisions of 45 C.F.R. Part §1303 pursuant to the criteria defined in 45 C.F.R. §1303.70(c).

Your request is consistent with the regulatory requirements, and waivers are approved for the following provisions:

45 C.F.R. §1303.72(a)(4) - Bus Monitors

This waiver is effective for the 2019-2020 program year.

Please be advised that requests for a waiver must be approved annually.

Please contact Cynthia Tort-Urbina, assigned Program Specialist, at (214) 767-8855 or cynthia.tort-urbina@acf.hhs.gov if you have further questions on this matter.

Sincerely,

Region VI Management
Office of Head Start

cc: Wes Pierce, Executive Director
Stacey Jurecek, Head Start Director
Victoria Resendiz, Policy Council Chair



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | Region VI | 1301 Young Street; Dallas, TX | www.ecclkc.ohs.acf.hhs.gov

August 2, 2019

Robert H. Henderson, Board Chairperson
Region 9 Education Service Center
301 Loop 11
Wichita Falls, TX, 76036

Re: Grant No. 06CH011086

Dear Mr. Henderson:

A grant application must be completed for the upcoming budget period. Please consult the grant application instructions to determine the type of application required. The application for the Head Start grant is due 9/01/2019.

The following table reflects the annual funding, including the approved amount from the Supplement to Increase Program Hours, if applicable, and enrollment levels for your grant.

Program	Head Start	Early Head Start
Federal Funded Enrollment	630	0
Funding Type	Head Start	Early Head Start
Program Operations	\$4,257,909	\$
Training and Technical Assistance	\$52,653	\$
Total Funding	\$4,310,562	

Period of Funding: 11/1/2019 – 10/31/2020

Application Submission Requirements

The application must be prepared and submitted in accordance with the *Head Start Grant Application Instructions with Guidance, Version 3 (Application Instructions)*. It must be submitted on behalf of the Authorizing Official registered in the HSES.

Incomplete applications will not be processed.

The *Application Instructions* are available on the home page of HSES. Please review the instructions carefully prior to preparing the application. Submission guidance can be found in the "Instructions" section of the HSES.

Please contact Cynthia Tort-Urbina, Contractor, Head Start Program Specialist, at (214) 767-8855 or cynthia.tort-urbina@acf.hhs.gov or Susan Maldonado, Grants Management Specialist, at (484) 664-9852 or susan.maldonado@acf.hhs.gov with questions regarding the Application Instructions.

For assistance submitting the application in HSES, contact help@hsesinfo.org or 1-866-771-4737.

Mr. Henderson
Region 9 Education Service Center

Page 2

Funding is contingent upon the availability of federal funds and satisfactory performance under the terms and conditions of the Head Start grant in the current budget period.

Thank you for your cooperation and timely submission of the grant application.

Sincerely,

A handwritten signature in black ink, appearing to read "Kenneth R. Gilbert". The signature is fluid and cursive, with the first name "Kenneth" being more prominent.

Kenneth Gilbert
Regional Program Manager
Office of Head Start

cc: Mr. Wes Pierce, Executive Director
Mrs. Stacey Jurecek, Head Start Director

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	Log No. ACF-IM-HS-19-02	Issuance Date: 08/13/2019
	Originating Office: Office of Head Start	
	Key Words: Head Start; Education of disadvantaged; Grant programs; Social programs; Designation Renewal System; Competition; Classroom Assessment Scoring System (CLASS®); Monitoring; Fiscal; Audit	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Grantees, Including Delegate Agencies and Early Head Start-Child Care Partnership Grantees

SUBJECT: Notice of Proposed Rulemaking (NPRM) on Designation Renewal System (DRS) Changes – Public Comment Period

INFORMATION:

The Office of Head Start (OHS) has published a Notice of Proposed Rulemaking (NPRM) in the Federal Register, [Head Start Designation Renewal System Changes](#). This publication opens a 45-day public comment period. OHS is soliciting feedback on these proposed changes and will use comments submitted by the public in making decisions for the final rule.

This NPRM proposes improvements for two of the seven conditions of the DRS: the condition related to the Classroom Assessment Scoring System: Pre-K (CLASS®) and the fiscal condition related to audit findings. The proposed revisions will ensure OHS identifies those communities where competition is the most warranted and more effectively holds grantees accountable, while making the DRS more transparent.

For the CLASS® condition, the NPRM proposes to remove the lowest 10 percent criterion and set more rigorous minimum thresholds across all three domains grantees must meet in order to avoid designation for competition. Specifically, the proposed rule would increase the minimum threshold for Emotional Support from 4 to 5, Classroom Organization from 3 to 5, and Instructional Support from 2 to 2.5.

For the fiscal condition, the NPRM proposes to add a second criterion that would consider Head Start findings from annual audits to determine whether fiscal management challenges exist. This specific use of Head Start audit findings provides OHS an earlier predictor that is more comprehensive to detect fiscal management and oversight risks.

The current DRS standards will remain in effect until a final rule is issued.

To submit comments, follow the "Submit a comment" instructions in the [Federal Register](#). To ensure OHS can effectively respond to your comments, clearly identify the issues on which you

are commenting. Please be as specific as possible in your comments. Provide the page number, identify the column, and cite the paragraph from the Federal Register document (e.g., page 10999, second column, §1305.6(a)(1)(i)). If you wish to comment anonymously, please enter "N/A" in the required fields.

If electronic submission is not possible, you may send comments via the U.S. Postal Service to the address indicated in the Federal Register. In accordance with the instructions in the Federal Register, OHS encourages all interested stakeholders to submit comments in response to the DRS changes by the 45 days deadline published in the NPRM.

Thank you for your work on behalf of children and families. We look forward to receiving your comments.

/ Dr. Deborah Bergeron /

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

PROGRAM DESIGN AND MANAGEMENT

Subject: Internal Dispute Procedures

Policy Council Approval:

ESC Board Approval:

Policy: The Region 9 ESC Head Start Program will follow a jointly established written procedure for resolving internal disputes and impasse between the governing body (the ESC Board of Directors) and the policy group (the Policy Council).

Related Regulations: 1304.50 (h)

Operational Procedures:

The internal dispute resolution procedure is as follows:

1. Mediation procedures will be utilized to resolve disputes between the Policy Council and the Region 9 ESC Board of Directors.
2. Region 9 ESC staff must inform the Administration for Children and Families (ACF) Regional Office as soon as possible after becoming aware of the conflict between the two governing boards. This notice must be made within ten days of the Region 9 ESC Board of Directors becoming aware of the conflict. In the case of the Policy Council proposing not to approve the grantee's refunding application, such notification must be made within 90 days prior to the grantee's refunding date. If the situation leading to the Policy Council's decision to withhold its approval occurs within 90 days of the Region 9 Head Start's refunding date, the Region 9 Board must notify the Dallas ACF Regional Office immediately.
3. The ACF Regional Administrator, or Regional staff member designated by the Regional Administrator, will hold one or more meetings, as appropriate. The Region 9 Executive Director, Region 9 Head Start Coordinator, the Policy Council Chairperson and Policy Council Liaison and Region 9 ESC Board members represented on the Executive Committee are required to attend. The purpose of these meetings is to attempt to resolve issues between the grantee and the Policy Council to the mutual satisfaction of both parties.
4. If the meetings are not successful in resolving the issues between the Region 9 Board of Directors and the Policy Council, the Region 9 Board of Directors should, within 10 days of the meeting, submit the dispute to the offices of a professional mediator. The ACF Regional Office will provide assistance to the Region 9 Board of Directors in selecting a mediator. The Region 9 Board of Directors is requested to advise the ACF Regional Office of the time and location of the first scheduled meeting. Representatives of the Region 9 ESC Board of Directors and representatives of the Policy Council are expected to attend any meetings requested by the mediator.
5. If the conflict relates to the Region 9 Head Start's refunding, the mediation process must be completed 15 days prior to the refunding date unless the mediator has indicated to the ACF Regional Office in writing, that additional time for mediation will likely result in a successful resolution of the conflict. In that case, the ACF Regional Administrator may extend the current Head Start grant. The refusal of either party to engage in a mediation process shall be taken into consideration by the ACF Regional office in determining what course of action is warranted.

6. A mediator's fee may be charged to the program grant in an amount equal to the usual and customary fees charged **in the locality with approval** of the responsible ACF Regional Office Official.

**INTERNAL DISPUTE PROCESS:
POLICY COUNCIL AND ESC BOARD OF DIRECTORS**

Level I	• Head Start Coordinator and Director • Policy Council Chairperson and Policy Council Liaison
Level II	• ESC Deputy Director and/or Executive Director • Policy Council Chairperson and Policy Council Liaison
Level III	• ESC Board of Directors • Policy Council Chairperson and Policy Council Liaison
Level IV	• ESC Executive Director and/or Policy Council Liaison contacts: ◦ Region VI – Dallas, TX, Office of Community Programs – Administration for Children & Families/Head Start for Mediation

12-1-06

**EDUCATIONAL ENTITIES COMPLAINT PROCESS:
ISD COMPLAINT TO ESC**

Level I	Site Superintendent or Superintendent's Designee	→	Head Start Coordinator and Program Director
Level II	Site Superintendent or Superintendent's Designee	→	Executive Director
Level III	Site Superintendent	→	Region 9 Board of Directors

**EDUCATIONAL ENTITIES COMPLAINT PROCESS:
ESC COMPLAINT TO ISD**

Level I	Head Start Coordinator and Program Director	→	Site Principal or Site Coordinator
Level II	Deputy Director and Program Director	→	Site Superintendent
Level III	Executive Director and Deputy Director	→	Site Superintendent and ISD Board

PROGRAM DESIGN AND MANAGEMENT

**Subject: Grievance Procedures for Parents
and Community Members**

Policy Council Approval:

ESC Board Approval:

Policy: In order to ensure that parents and community members have the opportunity to voice concerns and receive resolutions to all concerns, the following procedures have been established.

Related Regulations: 45 CFR Part(s): 1304.50 (d) (2) (v)

Operational Procedures:

1. When a parent or community member has a concern regarding a local Head Start site, the parent or community member will be directed to the classroom teacher.
2. If the classroom teacher cannot resolve the issue, the parent or community member will be directed to the building principal or site manager.
3. If the building principal or site manager cannot resolve the issue, then the parent or community member will be directed to the appropriate administrative level for the local site.
4. When parent or community member has a concern regarding the Head Start program that cannot be resolved at the local site, the parent or community member will be directed to the Head Start program Director.
5. If the Head Start director cannot resolve the issue, assistance will be requested from the Region 9 Education Service Center Administrative Team to make a final decision regarding the issue.
6. All issues that require Policy Council approval will be discussed at the appropriate Policy Council meeting.
7. The Policy Council will receive training on the chain of command and the procedures for resolving concerns from parents and community members. Policy Council representatives will present the information to parents at their local parent committee meeting.



Child's Name: _____ Date completed: _____

Child's age as of Sept. 1st:

- ☐ 3 years old
☐ 4 years old

Eligibility Status (choose one) *If a family meets criteria for more than one category, choose the category with the most points*

- _____ 50 points: Family Income below Poverty Guidelines
_____ 50 points: Family is currently receiving TANF or SSI
_____ 10 points: Within 130% of Poverty Guidelines
_____ 200 points: Child in Foster Care - Shelter (CPS has conservatorship) ***must have documentation***
_____ 180 points: Child in Foster Care Home-or- Kinship Placement (CPS has conservatorship) ***must have documentation***
_____ 500 points: Family is Homeless - lives in public places ***must complete Homeless Verification Form***
_____ 300 points: Family is Homeless - lives with others ***must complete Homeless Verification Form***

Disability Status (choose one)

- _____ No Disability
_____ 5 points: Suspected Disability - parent or staff
_____ 10 points: Previously diagnosed disability If yes, When: _____ Where: _____
_____ 40 points: Diagnosed disability - Current IEP or IFSP

Child Information (choose all that apply)

- _____ 10 points: Child has obvious medical need - Explain: _____
_____ 15 points: Early Head Start If yes, where: _____
_____ 15 points: Previously enrolled in a Head Start program If yes, where: _____
_____ 15 points: Child's primary language is not English - Language child speaks (must match application): _____

Family Information (choose all that apply) **do not assess for child in foster care / kinship placement**

- _____ 100 points: Non parent Caregiver
_____ 15 points: Single Parent Home
_____ 10 points: Family has 3 or more children
_____ 10 points: One parent working and/or in school/training
_____ 20 points: Two parents working and/or in school/training
_____ 30 points: Family Preservation - open CPS case

Stressors (2 points each) (choose all that apply) **do not assess for child in foster care / kinship placement**

- _____ Lack of transportation.....family does not have private vehicle
_____ CPS Intervention (not an open case)
_____ Family living with relatives
_____ Education level below 12th grade
_____ Teenage Parent(when Head Start child was born - between 13-19)
_____ Migrant Family.....family has moved several times in the past 12 mos. seasonal/agricultural work
_____ Parent Deployed
_____ Parent Disability
_____ Sibling Disability
_____ Pregnancy
_____ Recent Relocation.....within 6 months
_____ Recent Unemployment.....within 6 months
_____ Working and in school..... (Including GED classes, Vo Tech, College)
_____ Parent Incarcerated
_____ Other

MUST HAVE:

Child's:

- _____ Birth Certificate
_____ Social Security Card
_____ Medicaid/Insurance Card
_____ Shot Record

Parent's:

- _____ Proof of Eligibility: Income, TANF/SSI, Homeless, Foster, No income form
_____ Picture I.D.
_____ Proof of Residency (lease agreement, utility bill, or rent receipt)

PLEASE INFORM PARENTS:

It is a requirement of being enrolled in Head Start that your child be up to date with all immunizations, physical and dental THS appointments.

2019-2020 Head Start Meeting Dates

Partner's Meeting

@Region 9

9/17/19 1:00-4:00 #349365
Baylor
10/22/19 1:00-4:00 #349366
Foard
12/10/19 1:00-4:00 #349367
Foard
2/11/20 1:00-4:00 #349368
Foard
4/7/20 1:00-4:00 #349369
Foard
5/5/20 1:00-4:00 #349370
Baylor

Policy Council

**@ Region **

9/26/19 6:00-9:00 # 349425
@ Region 9 (Wilbarger)
10/24/19** 6:00-9:00 #349426
@ TBD
12/12/19 6:00-9:00 #349427
@ TBD
2/20/20 6:00-9:00 #349428
@ TBD
4/23/20 6:00-9:00 #349429
@ TBD
6/18/20** 12:00-2:00 #349430
@ Region 9 (Jack)

Service Area Meetings

(For FSW, MH, Health, Disabilities,
ERSEA, Parent Involvement)
@Region 9

9/17/19 9:00 - 12:00 #349419
Jack
10/22/19 9:00 - 12:00 #349420
Jack
12/10/19 9:00 - 12:00 #349421
Foard
2/11/20 9:00-12:00 #349422
Foard
4/7/20 9:00-12:00 #349423
Foard
5/5/20 9:00 - 12:00 #349424
Baylor
5/2020 Release Party-TBS

Health Services Advisory Committee

@Region 9

11/7/19 12:00-1:00 #349431 Board Rm
2/6/20 12:00-1:00 #349432 Clay
5/7/20 12:00-1:00 #349433 Board Rm

Head Start Trainings

All meetings held at Region 9

Saturday Dec 7 9-4 Connections - Frog Street
Monday 8/13/19 9-4 Welcome Back to Head Start #349071
CDA Dates: 10/2/19 9-4 #349443 Board Rm
12/4/19 9-4 #349444 Clay
2/5/20 9-4 #349445 Clay
3/25/20 9-4 #349446 Clay
New Teacher Learning Series: 9/25/19 9-4 #349451 Clay
10/23/19 9-4 #349452 Jack
11/20/19 9-4 #349453 Foard
1/22/20 9-4 #349454 Foard
3/4/20 9-4 #349455 Foard
Fall CIRCLE Training: November 4th & 5th #349363 Foard
Early Learning Week 2020: June 15-June 18th