



# College Station Independent School District

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*Success...each life...each day...each hour*

## CSISD BOARD OF TRUSTEES

The Board of Trustees for the College Station Independent School District met on February 16, 2021 for the purpose of reviewing and approving the CSISD Birth to Five Head Start continuation funding request for the year beginning June 1, 2021 and ending May 31, 2022.

The total projected funding for the CSISD Birth to Five Head Start Program Operations is for \$2,298,654.

The Projected funding for the 3-5 Head Start Center Based Program is \$1,701,934 (3-5 Head Start base funding of \$1,678,375 with a training & technical assistance allocation of \$23,559).

The projected funding for the 0-3 Early Head Start Home Based Program is \$596,720 (0-3 EHS base funding of \$584,584 with a training & technical assistance allocation of \$12,136).

After review and discussion of the grant including the 2021-22 budget and updated Eligibility Criteria, the CSISD Board of Trustees approved the motion.

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Mike Nugent, CSISD Board of Trustees President

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Date



# COLLEGE STATION ISD EARLY HEAD START



## 2021-2022 ELIGIBILITY CRITERIA POINTS

CHILD'S NAME: \_\_\_\_\_ APPLICATION DATE: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ PREGNANT MOM?  YES  NO

AREA	POINTS AVAILABLE	POINTS GIVEN
<b>CATEGORICAL ACCEPTANCE (SKIP INCOME IF SELECTED)</b>		
Homeless Family	2,000	
Foster Child	2,000	
Receives Public Assistance: TANF or SSI	2,000	
<b>INCOME (SELECT ONE)</b>		
Income is equal to or below 100% of poverty line	1,000	
Income is between 101 to 130% of the poverty line	50	
<b>PARENTAL STATUS (SELECT ONE)</b>		
Teen Parent at time of Child's Birth	20	
Guardian/Grandparents	10	
Single Parent	10	
<i>First Time</i> Pregnant Woman	8	
Pregnant Woman	4	
<b>EDUCATIONAL LEVEL (OF PARENT/PREGNANT WOMEN/TEEN)</b>		
Less than a GED/HS Graduate	4	
<b>DISABILITY (SELECT ONE)</b>		
Medically diagnosed or confirmed disability and/or developmental delay	500	
Any one of the following: Community referral OR In the referral process OR Receiving therapy services from a provider other than Special Services (Pathfinders, Easter Seals)	400	
For expectant mothers: a medical referral for high risk pregnancy or	400	
<b>CHILDREN IN FAMILY (SELECT ONE IF APPLICABLE)</b>		
Three or more children: Prenatal—four years	3	
Two children: Prenatal—four years	2	
<b>TOTAL</b>		

\_\_\_\_\_  
Early Childhood Education Staff Member

\_\_\_\_\_  
Date

Approved by Policy Council: 2/9/2021  
Approved by Board of Trustees: 2/16/2021





# COLLEGE STATION ISD HEAD START



## 2021-2022 ELIGIBILITY CRITERIA POINTS

CHILD'S NAME: \_\_\_\_\_ APPLICATION DATE: \_\_\_\_\_  
 DATE OF BIRTH: \_\_\_\_\_

AREA	POINTS AVAILABLE	POINTS GIVEN
<b>CATEGORICAL ACCEPTANCE (SKIP INCOME IF SELECTED)</b>		
Homeless Family	2,000	
Foster Child	2,000	
Receives Public Assistance: TANF or SSI	2,000	
<b>INCOME (SELECT ONE)</b>		
Income is equal to or below 100% of poverty line	1,000	
Income is between 101 to 130% of the poverty line	50	
<b>APPLICANT'S AGE IDENTIFIER (AS OF 9/1/2020)</b>		
Applicant is 3 years of age and transitioning from EHS	300	
Applicant is 3 years of age	200	
Applicant is 4 years of age and was enrolled in Head Start in 19-20	100	
<b>PARENTAL STATUS (SELECT ONE)</b>		
Teen Parent at time of Child's Birth	20	
Guardian/Grandparents	10	
Single Parent	10	
<b>EDUCATIONAL LEVEL (OF PARENT/PREGNANT WOMEN/TEEN)</b>		
Less than a GED/HS Graduate	4	
<b>DISABILITY (SELECT ONE)</b>		
Medically diagnosed or confirmed disability and/or developmental delay with IEP from Special Services	500	
Any one of the following: Community referral OR In the referral process OR Receiving therapy services from a provider other than Special Services (Pathfinders, Easter Seals)	400	
<b>CHILDREN IN FAMILY (SELECT ONE IF APPLICABLE)</b>		
Three or more children: Prenatal—four years	3	
Two children: Prenatal—four years	2	
<b>TOTAL</b>		

\_\_\_\_\_  
 Early Childhood Education Staff Member  
 Approved by Policy Council: 2/9/2021  
 Approved by Board of Trustees: 2/16/2021

\_\_\_\_\_  
 Date



# College Station Independent School District

*Success...each life...each day...each hour*

Head Start 2021-2022 Budget			
Category	20-21 Est. Budget	21-22 Est. Budget	Details
Personnel (Salary)	1,130,234	1,179,437	2% salary increase
Personnel (Fringe)	359,047	327,664	Removed health copay for 7 staff not purchasing ins.

T/TA+ (Travel)	23,559	23,559	Program mandated costs
Supplies	32,260	51,310	Additional transition backpacks/supplies used during Covid; additional books for at home use
Contractual	40,303	62,353	Increase in cost of snacks/meals; additional hotspots
Other (Quality Improvement)	18,788	57,612	39,017 QI funds
<b>Total Budget</b>	1,611,391	1,701,934	Increase from COLA/QI funds



# College Station Independent School District

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Early Head Start 2021-2022 Budget			
Category	20-21 Budget	21-22 Budget	Details
Personnel (Salary)	392,947	389,104	Lowered % of MH consultant salary; Lower sub costs
Personnel (Fringe)	108,525	104,999	Lowered TRS %; staff opting out of ins.
T/TA (Travel)	12,136	12,136	Program mandated costs
Supplies	13,850	31,950	Increase materials for at home learning; books for home library
Contractual	13,568	16,749	Increase hotspots for at home learning
Other (Quality Improvement)	16,083	40,282	24,582 QI funds
<b>Total Budget</b>	<b>560,140</b>	<b>596,720</b>	Increase from COLA/QI funds

## **Section I. Program Design and Approach to Service Delivery**

### **Sub-Section A: Goals**

The College Station Independent School District Birth to Five Head Start Program has a purpose statement of *Learning that Lasts a Lifetime*. The program recognizes that learning does not begin and end at the school doors. Rather, learning is a lifelong process that is experienced in homes, schools, and communities. The Birth to Five Head Start Program's purpose statement embodies the passion and commitment to instill lifelong learning opportunities in our services to children and families. In order to create positive and nurturing environments that promote lifelong learning and development, the program has established two program goals, five school readiness goals, and accompanying measurable objectives. The program goals promote the school readiness of children and are supported by educational, nutritional, health, family and community engagement services. Birth to Five Head Start parents, staff, and various community stakeholders were surveyed on goals they thought would be bold, responsive, organization-wide, aspirational, and dynamic to the program. Furthermore, the goals of the program are responsive to the needs of children and families in the City of College Station, are reflective of the program's past performance, areas of growth, and are supported and approved by the program's governing body and policy council.

***Program Goal 1: Children will show improved academic outcomes through consistent, on-time attendance in school and home visits.***

The first program goal focuses on improving each child's academic outcomes by increasing the presence and participation of both children and families on their child's home campus within the College Station Independent School District (CSISD). By overcoming the

barriers that prevent children from being at school on time every day, the Birth to Five Head Start Program is able to focus on engaging children in a rich and engaging learning experience in the classroom that will prepare them for Kindergarten. Education agencies often seek better instruction or improved curriculum to raise the achievement of their children. However, the potential to raise achievement by improving child attendance and parent involvement can often be overlooked. Research has shown that children are more likely to do better in school and in life when their parents are engaged in their education. Therefore, the Birth to Five Head Start Program will also emphasize the importance of a children's presence in the classroom and a parent's involvement in their child's education to produce positive and lasting outcomes in each child and their family.

*Measurable Objective: Plan classroom placement based on data related to College Station ISD attendance zones.* For the 2020-2021 school year, 179 students were attending school at their zoned campus within CSISD. This is 75% of children in the Head Start Program. Our goal is to increase the percentage of children served on their zoned campus by 5% each year. In 2019-2020, 63% of students were attending their zoned campus. The program increased the percentage of students attending their home campus by 19% in one program year, exceeding the goal initially set. To continue this trend, the program will continue to gather and analyze zone site data on a quarterly basis to make data driven decisions for the placement of classrooms among the elementary campuses each year in CSISD.

*Measurable Objective: Increase child access to district transportation.* District transportation is available for children who live two miles or more from their assigned school. The distance a child lives from their assigned school is measured using the shortest route that may be traveled on publicly maintained roads between the flagpole of the campus and the nearest

driveway of the student's legal residence. Children residing within two miles of their assigned school may have transportation available if their neighborhood qualifies as hazardous under the district's hazardous transportation rating system. Some students who participate in programming not offered at their school are transported between schools such as bilingual services. Special education students are eligible for transportation if a need is established through the Admission, Review, and Dismissal (ARD) process.

For the 2020-2021 school year, 91 Head Start students were eligible for CSISD bus transportation services to school. This is 40% of students in the Head Start Program. Although this percentage is down from the 46% of students that were eligible in 2019-2020, 85 students now live within two miles of the elementary school that they attend, which is within the walking distance for families. This number is up from the 59 children who lived within two miles of the elementary school they attended in 2019-2020. Therefore, 45 students are in need of transportation services for the current school year. This is 20.3% of students in the Head Start program and an overall lower percentage of students in need of transportation services from the 2019-2020 school year (26.6%). Our program goal is to increase the percentage of children who have access to district transportation by 5% each year. Although we did not meet that goal this year, we were able to decrease the number of students still in need of transportation and increase the number of students who were attending their zoned campus. In an effort to meet this goal next year, we will be strategic in the number of classrooms we place at each campus and continually try to increase the percentage of child access to district transportation by prioritizing the placement of children to their zoned campus, when possible. The Birth to Five program is also working with the district to address the needs of walking families within the two mile zone.

*Measurable Objective: Upon admission to the program, families will create an*



*attendance plan committing to consistent, on time attendance.* The program's average monthly attendance rate is currently 87% for Head Start and 76% for Early Head Start. For our Head Start program, the expected outcome is to have an average monthly attendance rate of 90% or greater each program year. It is the goal of the Early Head Start program to have an average attendance of 80%. The 2020-2021 year has presented many attendance challenges due to COVID-19. With both on-site and virtual learning options available, many students are still "out" and quarantining due to having COVID-19 or being exposed to COVID-19. At the beginning of February in 2021, 15% of our students have been affected by COVID-19 and have had to miss out on quality instruction time.

The program has been creative in their approaches to engage and encourage families to have on-time and consistent attendance each day. The program initially planned to work with families upon entry into the program to create an attendance plan that emphasized on-time attendance each day, a transportation plan, as well as a backup plan for when a need or emergency arises. The program was not able to hold in-person Parent Orientations this year and instead, created a video option for parents to watch when convenient for them. While families did not create and sign a physical copy of an attendance plan, they were informed of the importance and benefits of attendance in the program. Additionally, the program's Data and Compliance Specialist monitors attendance weekly, identifying students and addressing concerns on an individual basis for anyone who is developing patterns of absences or is at risk of missing 10% of the school year. The program will plan to implement an attendance plan upon entry into the program for the 2021-2022 school year.

*Measurable Objective: Teachers, Family Advocates, and Parent Educators will provide*

*family engagement opportunities at the campus level.* The program partners with families in their child's education in order to foster the parent to child connection, for families to become comfortable participating in CSISD schools, and equip parents with tools to be their child's first and most important teacher in the home. As a program, our expected outcome is that 75% of parents will engage with their child in the classroom during the program year. At the conclusion of the 2019-2020 school year, 73% of Head Start Families and 69% of Early Head Start Families engaged with their child(ren) throughout the year. The program was unable to offer it's many spring parent involvement events such as Soccer, Family Fun and Field Day, and the Spring Fling due to COVID-19. If these events would have been able to take place, the program is confident that it would have met the goal set before them.

COVID-19 has continued to impact our parent involvement for the 2020-2021 year due to parents not being allowed to come on campus unless it is an emergency. In a year with no restrictions, our teaching staff, family advocates, and parent educators would be hosting four family engagement opportunities a year inside and outside the classroom that supports parent to child relationships, includes activities that support child development, and serves as an opportunity for families to gain tools that they can use in their home. Parents would also be offered monthly opportunities to engage with their child in the classroom or on field trips. Although this is unable to take place this year, the program has been able to create Parent Meeting videos to watch and provide materials for parents to engage with their children in a variety of activities at home. For the 2020-2021 school year, 61% of Head Start families have participated in one or more family engagement opportunities. 63% of Early Head Start parents have participated to date.

*Program Goal 2: Children will be school ready at their time of transition into campus-based Head Start and Kindergarten.*

The second program goal focuses on ensuring that all children, families, and schools are equipped with the skills, knowledge, and attitudes necessary for success in school and lifelong learning. Additionally, this program goal highlights the program's School Readiness Goals and expected outcomes. The program's School Readiness Goals were developed based on the guiding principles of the Head Start Early Learning Outcomes Framework (ELOF): the skills, behaviors, and knowledge that each child should possess in their approaches to learning, social and emotional development, language and literacy, cognition, as well as their perceptual, motor, and physical development. In the 2019-2020 school year, the program was only able to collect beginning of year and middle of year assessment data for our students due to COVID-19 forcing our students to remote online learning after Spring Break. Detailed in the sections below is the percentage of students who were on track as of their middle of the year assessment in 2019-2020 as well as the beginning of year assessment data for 2019-2020 and 2020-2021 to display the gap that occurred in baseline student data from the pandemic.

*Measurable Objective: Social Emotional* - Children will show an increasing ability to manage their own emotions and behaviors. More specifically, children ages 0 - 3 will identify and recognize the emotions of self and others with the support of familiar adults. Children ages 3 - 5 will develop positive peer and adult relationships while following classroom rules, routines, and procedures. The program's expected social and emotional outcomes have 70% of children ages 0 - 3 and 90% of children ages 3 - 5 being on track at the end of the year. After the 2020-2021 beginning of the year assessment, 57% of Early Head Start 3-year-old children and 96% of Head Start children are on track in the Social Emotional domain. Head Start began the 2019-

2020 school year also with 96% of children on track, however the Early Head Start 3-year-old children began with 69% of children on track. Based on the 2019-2020 middle of the year assessment, 80% of Early Head Start 3-year-old children and 90% of Head Start children were on track in the Social Emotional domain. The program met their expected outcomes for this domain despite a pandemic in the 2019-2020 school year. Although there is a wider gap to close in the 2020-2021 school year in our Early Head Start program, targeted efforts are being taken to achieve our expected outcomes by the end of the year assessments for both programs.

*Measurable Objective: Approaches to Learning* - Children will demonstrate interest, curiosity, and eagerness in learning and discovery. More specifically, children ages 0 - 3 will build an increasing ability to maintain focus and stay on task with support from a caring adult. Children ages 3 - 5 will show flexibility while learning about the world around them through classroom activities and interactions with others. The program's expected approaches to learning outcomes have 70% of children ages 0 - 3 and 90% of children ages 3 - 5 being on track at the end of the year. After the 2020-2021 beginning of the year assessment, 52% of Early Head Start 3-year-old children are on track in the Self-Help domain and 88% of Head Start children are on track in the Approaches to Learning domain. Early Head Start began the 2019-2020 school year with 67% of children on track and the Head Start 3-year-old children began with 93% of children on track. Based on the 2019-2020 middle of the year assessment 78% of Early Head Start 3-year-old children were on track in the Self-Help domain and 89% of Head Start children were on track in the Approaches to Learning domain. The program met their expected outcomes for this domain in Early Head Start and missed it by a small margin in Head Start, despite the pandemic. Although there is a wider gap to close in the 2020-2021 school year in our Early Head Start and



Head Start program, targeted efforts are being taken to achieve our expected outcomes by the end of the year assessments for both programs.

*Measurable Objective: Language and Literacy* - Children will demonstrate receptive and expressive language skills and communication strategies in their primary language(s). More specifically, children ages 0 - 3 will understand and respond to communication and language from others. Children ages 3 - 5 will exhibit an understanding that spoken language is composed of smaller units of sound. The program's expected language and literacy outcomes have 70% of children ages 0 - 3 and 75% of children ages 3 - 5 being on track at the end of the year. After the 2020-2021 beginning of the year assessment, 48% of Early Head Start 3-year-old children are on track in the Language and Communication domain, and 41% of Head Start children are on track in the Phonological Awareness domain. Early Head Start began the 2019-2020 school year with 56% of children on track and the Head Start 3-year-old children began with 70% of children on track. Based on the 2019-2020 middle of the year assessment 61% of Early Head Start 3-year-old children were on track in the Language domain and 66% of Head Start children were on track in the Phonological Awareness domain. The program did not meet their expected outcomes for this domain in Early Head Start or Head Start. With an even wider gap to close in the 2020-2021 school year than in 2019-2020, the program has placed a heavy emphasis on this domain since the program aggregated the beginning of year assessment scores in the Fall. With our immediate response to assessment data, and a re-evaluation of progress after the middle of the year assessment scores, both programs are striving to meet the expected outcomes of this domain by the end of the year assessments.

*Measurable Objective: Cognition* - Children will use observation and experiences to

understand their surroundings. More specifically, children ages 0 - 3 will develop number sense and children ages 3 - 5 will learn and begin to use math concepts during daily routines and experiences. The program's expected cognition outcomes have 90% of children ages 0 - 3 and 75% of children ages 3 - 5 being on track at the end of the year. After the 2020-2021 beginning of the year assessment, 54% of Early Head Start 3-year-old children are on track in the Cognition domain and 63% of Head Start children are on track in the Math domain. Early Head Start began the 2019-2020 school year with 59% of children on track and the Head Start 3-year-old children began with 62% of children on track. Based on the 2019-2020 middle of the year assessment 65% of Early Head Start 3-year-old children were on track in the Cognition domain and 67% of Head Start children were on track in the Math domain. The program did not meet their expected outcomes for this domain in Early Head Start or Head Start. There were minimal differences in the beginning of year data for both programs from the 2019-2020 school year to the 2020-2021 school year. However, the Early Head Start program has an exceptionally wider gap to close to meet their expected outcome of 90% in comparison to the Head Start program. If the program determines at their middle of the year assessment that this expected outcome is not achievable based on past and present data, the program will make a data driven decision to reduce the expected outcome for the Early Head Start program from a goal of 90% to a goal of 70% of 3-year-old children being on track at the end of the program year.

*Measurable Objective: Perceptual, Motor, and Physical Development* - Children will demonstrate control, strength and coordination of large and small muscles. More specifically, children ages 0 - 3 will use hands for exploration, play and daily routines. Children ages 3 - 5 will show increasing control of small muscles to improve self-care, writing, and independence. The program's expected perceptual, motor, and physical development outcomes have 70% of

children ages 0 - 3 and 90% of children ages 3 - 5 being on track at the end of the year. After the 2020-2021 beginning of the year assessment, 68% of Early Head Start 3-year-old children and 86% of Head Start children are on track in the Physical Development domain. Early Head Start began the 2019-2020 school year with 78% of children on track and the Head Start 3-year-old children began with 94% of children on track. Based on the 2019-2020 middle of the year assessment 89% of Early Head Start 3-year-old children were on track and 89% of Head Start children were on track in the Physical Development domain. The program met their expected outcome for this domain in Early Head Start and missed it by a small margin in Head Start, despite the pandemic. Although there is a wider gap to close in the 2020-2021 school year in our Early Head Start and Head Start program, targeted efforts are being taken to achieve our expected outcomes by the end of the year assessments for both programs.

### **Sub-Section B: Service Delivery**

*Service and Recruitment Area.* College Station Independent School District serves as the grantee of the Birth to Five Head Start Program and therefore the service and recruitment area is the boundaries of the College Station Independent School District in Brazos County, TX. Families are recruited throughout the attendance zone via elementary campuses and community partners. This is the program's second year to offer 221 Head Start campus-based slots and 70 Early Head Start home-based slots. While both programs have had success in maintaining full enrollment, the Head Start program continues to see extensive growth in their waiting list. The program will continue to respond to the community need of high quality early education by prioritizing 3-year-old income eligible children in the Head Start program, due to College Station ISD having a full day Pre-Kindergarten option for eligible 4-year olds.

*Needs of Children and Families.* The Birth to Five Program closed its doors to schools and homes in March of 2020 due to the pandemic. As a result of this, the needs of our families and community population grew immensely. Families enrolled in the program in 2019 - 2020 had a total of 258 needs identified, which is a 40.2% increase from the previous program year. The two greatest needs the program saw arise were food and assistance with housing and rent. Fortunately, the program was able to respond to each of these needs with resources for all families. Food assistance was available through College Station ISD drive through to-go meals, Brazos Valley Food Bank Food Boxes and drive through to-go meals, as well as Project Unity hosting food giveaways for the community. Additionally, the city of College Station was granted CARES Act Funds that were delegated to College Station ISD in order to help families in need of rental assistance in the school district. Several families in the Birth to Five Head Start program received assistance and the total awarded assistance to families in the community was \$249,027. Lastly, while it may not have been prominent or visible in the families enrolled in our program, the pandemic really had an impact on mental health across the community as well. The program was able to provide telehealth sessions to children and families with our licensed professional counselor. Additionally, we were able to supply all students with a backpack full of manipulatives and reading materials to supplement their online learning and have items at home to continue learning throughout the summer.

While the program is open and operating with the guidance of local health officials and the CDC, the current needs of children and families have not changed since the pandemic hit over a year ago. In addition to catering to the needs that developed from the pandemic, the program is still conscious of the prevalent needs that existed in the community before the pandemic. In the county's recent community health survey, it was reported that the top 5



perceived community issues were: poor or inconvenient public transportation (46%), illegal drug use (39.4%), lack of jobs for unskilled workers (37.7%), poverty (36.4%), and lack of affordable housing (35.5%). These community issues have changed since the last county health survey took place 6 years ago which reported the 5 perceived community issues as: poor or inconvenient public transportation (41.8%), illegal drug use (29.6%), risky youth behaviors (27.6%), alcohol abuse (25.4%), and lack of jobs for unskilled workers (25.2%). Additionally, the county's recent community health survey reported the most common services needed and used in the community were: medical specialist (23.5%), financial assistance/welfare (8.8%), work-related/employment (8.7%), mental health services (8.1%), and home health/hospice (6.4%). These common services only experienced a change in percentages and order when compared to the previous county survey, which were: medical specialist (39.9%), financial assistance/welfare (10.2%), home health/hospice (6.8%), mental health services (6.6%), and work-related employment (6.4%).

***Program Options and Funded Enrollment Slots.*** 221 Head Start children will be served in a center-based program that provides 1,276 planned contact hours a year, plus two parent/teacher conferences and home visits. This exceeds the target 1,020 hours that are found in the Head Start Program Performance Standards. The program operates 5 days a week, for 36 weeks a year, for a total of 176 days. Services will be provided in all elementary schools in College Station ISD. Classes will have an average size of 17 children, with a Teacher and Assistant Teacher assigned to each classroom. Services are offered from 7:45 am – 3:05 pm (7 hours, 20 minutes), following the school district's calendar and schedule. Children participate in both breakfast and lunch during the course of the day, as well as snacks. Because the Head Start program operates at the same times as the elementary school, it allows for easy drop off at school for families. Additionally, district services such as child nutrition, transportation, and special

education can easily be furnished to children in this setting. As was described earlier, the majority of families in College Station are working and a part day program does not meet their child care needs. The proposed program is considered “full day,” as it provides more than six hours of planned contact daily.

The Early Head Start home-based program serves 70 pregnant women, infants and toddlers year round with 46 weekly home visits and 22 socializations. A team of Parent Educators deliver weekly home visits with a caseload that does not exceed 12 families per Parent Educators. Home visits are 1.5 hours in length, and focus on the parent as the child’s first and most important teacher. Socializations are hosted at the Barbara Bush Parent Center with offerings during the day and evening for 1.5 hours in length. During socializations, families will be engaged in age appropriate activities in learning centers, stories and songs in a parent-child group setting, as well as hear reports from Policy Council and engage in brief trainings. Due to Covid, “home visits” have been held virtually or at the Barbara Bush Parent Center. Socializations have also been offered virtually with an opportunity for parents and children to read, sing and dance together. Services will return to in home and face to face as soon as the pandemic allows.

***Centers and Facilities.*** There are no proposed changes to the locations of the Head Start and Early Head Start Programs, as they will continue to be housed within College Station ISD facilities. Head Start classrooms are currently placed on all CSISD elementary school campuses and program personnel are housed at CSISD’s Central Office. While Early Head Start is a home based option, office space and socializations are maintained within the Barbara Bush Parent Center which is owned by the school district.

*Eligibility, Recruitment, Selection, Enrollment, and Attendance.* Despite being in a pandemic for almost one year and not being able to hold in-person recruitment and application events, the program has been able to continue our recruitment efforts in the service area throughout the year. During remote access learning in the spring, the school district had drive through meal services available for families. We partnered with the district's Child Nutrition Department to include flyers for our program in each of the meals that were distributed to families in the community each day. We also partnered with the district's Communication Team in recruiting families through the district's social media pages, district-wide emails and announcements to families in all grade levels, as well as school board meetings and community publications. As the City of College Station is still slowly re-opening, our recruitment efforts have been targeted to methods that are responsible for informing large groups of individuals such as the school district and the city of College Station.

The only change being made to the Eligibility, Selection and Enrollment section of the program is an adjustment of points for an already existing line item in the selection criteria for the program. The program proposed and received approval from Policy Council and the Governing Body to increase the points of applying individuals who are identified as having an annual gross income of 101-130% of the poverty category from 5 points to 50 points. This change was proposed to further differentiate on the waiting list families that were considered to be 101-130% of the poverty line and those that were over income.

While it has been addressed how COVID-19 has impacted attendance rates in the goals portion of this application, it is important to discuss how COVID-19 has also impacted our attendance procedures. With students in each class enrolled in either remote learning or on-site learning, teachers have continued to take attendance for each student every day. On-site student

attendance is taken by 10AM each day and submitted to the campus front office. However, remote learning students have until midnight each day to submit their attendance in Schoology. Remote learning attendance is submitted to the campus front office once a week on a Monday, for the previous week. While the collection method has been adjusted slightly to fit the needs of our virtual students and the Texas Education Agency, all attendance data is still entered into the district's PEIMS system and program staff generate the following reports on an ongoing basis: the Student Totals Attendance Register Report, Student Details Attendance Register Report, and the Average Daily Attendance and Average Daily Membership Report.

*Education and Child Development.* The biggest change the program has seen in the education and child development area of the program is the transition from in-person only instruction to a combination of in-person and virtual instruction for all students. The program was able to purchase iPads and Wi-Fi Hotspots to ensure families did not face barriers in learning and were able to connect with staff during this unprecedented time. Students who have chosen the virtual option access daily curriculum, materials and assignments through Schoology, the district's online platform. Additionally, each parent or guardian is equipped with a week at a glance and a daily schedule to model what would normally take place in the classroom, at home. For students who have chosen in person learning, our Head Start classrooms have been set up to allow for an individual to have a designated set of materials for activities, designated seat for learning, as well as a designated space for nap time. Additionally, all staff received training on how to maximize space within their classrooms and keep children as socially distanced as possible throughout the day. All home visits and parent conferences with the teachers have taken place virtually.



Our Early Head Start home-based program has also been offering services to families both in-person and virtually. In person “home visit” services have been offered to families at the Barbara Bush Parent Center in the designated socialization space. This ensures staff, parents and children have a safe and sanitized meeting space with the least amount of contact with extra people. Visits are scheduled 2 hours apart to provide ample cleaning and sanitizing of the space and toys. The program is currently experiencing an influx of families requesting services on-site at the BBPC. However, the program does not have the space available or capacity to add more sessions to the day. To meet the demand, office space at the CSISD administrative building has been made available for in person visits. The remainder of families complete virtual home visits with their Parent Educator via Zoom or an alternative program that is safe and the family is comfortable using.

*Curriculum.* Head Start’s primary classroom curriculum is currently *Scholastic: Big Day for Pre-K*. This curriculum is aligned with the Texas Standards for Pre-kindergarten Guidelines and the Head Start Early Learning Outcomes Framework (ELOF) as well as the Kindergarten Common Core Standards for Math and English Language Arts. As a supplement to *Big Day for Pre-K*, Head Start uses *Estrellita Accelerated Beginning Spanish Reading* to provide further multisensory instruction in phonemic awareness, phonics, and fluency in bilingual and dual language classrooms. However, the program is currently considering a change in curriculum, beginning in the 2021-2022 school year. Two curriculums that are being considered: Frog Street and Three Cheers for Pre-K. Program staff have attended webinars and the program is holding a curriculum review for parents, community members, program stakeholders, and staff to come and review the different curriculums and provide feedback to the program in March of 2021. Both programs are research based and meet the requirements set by the Office of Head Start.

Early Head Start's Home-Based curriculum is Florida State University's *Partners for a Healthy Baby (Pregnancy Through Three Years Old)*. *Partners for a Healthy Baby* is a research-based curriculum that covers topics associated with the appropriate age and stage of children and pregnant women in the home-visiting program. Topics consist of, but are not limited to: improved prenatal health; healthy birth outcomes; bonding and attachment; positive parenting; enhanced child health and development; infant mental health; economic self-sufficiency; and family stability. Early Head Start also offers group socializations for the children and families that they serve through the home-based model. Socializations are offered on a weekly basis during the school year, with socialization events held once a month throughout the summer. However, the program has temporarily moved their socializations to a virtual platform during COVID-19.

*Developmental Screening.* Both Early Head Start and Head Start programs utilize the Ages and Stages Questionnaire (ASQ) as their developmental screening. The Ages and Stages Questionnaire (ASQ-3) is used to screen for developmental concerns in five areas: communication, gross motor, fine motor, problem solving, and personal-social. The Ages and Stages Questionnaire Social-Emotional (ASQ-SE) is used to screen for social and emotional behavior concerns. Parents are completing the ASQ in the home with the Teacher or Parent Educator, and the ASQ:SE is completed by the parent on their own or with the assistance of staff, if needed.

*Assessment Tool.* There has been no change in the assessment tool that both the Head Start and Early Head Start program utilize to assess growth in children. Head Start continues to use Children's Learning Institute (CLI) CIRCLE Progress Monitoring and Early Head Start continues to use Birth to Kindergarten Learning Accomplishment Profile (BKLAP). Both Early

Head Start and Head Start programs conduct three observational assessments annually for each enrolled child. Once an observation period closes, the teaching and home visiting staff complete a Parent Communication Form for each child in collaboration with the parent that demonstrates areas of growth and goals are set that promote growth and development. The goal setting process involves parents identifying the areas they will work with their child on, while Teachers and Parent Educators identify ways they can help the child learn.

*Health.* With each child's healthiest potential in mind, the Birth to Five Program partners with parents and maintains collaborations with medical, dental, and various other service providers for children to be school ready in every aspect of their physical, oral, and mental health, as well as their nutritional needs. This process begins by Health Specialists reviewing health histories, nutritional and physical development surveys, and determining whether each child has ongoing sources of continuous, accessible health care and health insurance. This data is entered into ChildPlus to ensure children are up to date according to Texas Health Steps. Our data management system allows Health Specialists to track medical and dental homes, health insurance, well child checks, dental exams, and follow-up care. Parent Educators and Family Advocates then use this data to facilitate conversations regarding health services.

To ensure that children are set up for success in their educational environment, the program would normally perform evidence-based vision and hearing screenings on all students with advanced parent authorization. These screenings usually take place at a family's acceptance meeting into Early Head Start or at parent orientation for Head Start with a SPOT vision screener and an OAE hearing screener. However, due to COVID-19, vision screenings were not completed at parent orientation this year. The program adapted their approach and screenings for on-site Head Start students were completed at each campus and virtual students were invited to

be screened at Central Office. Some virtual students declined vision and hearing screenings. A second area of health services that was adapted for our students this school year was routine teeth brushing. In an effort to prevent the transmission of COVID, the Office of Head Start recommended that all programs suspend tooth brushing at school. Fluoride Varnish was also put on hold due to COVID. In exchange, dental health supplies (such as: toothbrushes, tooth paste, floss, timers, etc.) were sent home at the beginning of the school year and during National Children's Dental Health month.

Due to the pandemic, our families have faced many challenges in obtaining routine health services. Many well child checks were cancelled in the spring and summer due to COVID. Some appointments were rescheduled by providers to allow for social distancing and some appointments were cancelled by parents due to fear of COVID. Additionally, many dental exams were cancelled in the spring and summer. On March 16th of 2020, the American Dental Association recommended practices postpone all but urgent and emergency appointments for three weeks. The recommendations were extended, and closures lasted until late April/early May. Now that pediatric dental providers have reopened, appointments are being booked weeks or months out, depending on the provider. Some providers can get students in for a cleaning and exam, but treatment may take weeks or months. Studies have shown that both doctors and dentists are not seeing the same volume of patients as before COVID. The program's completion rates for well child checks and dental exams has decreased an average of 5%. However, numbers are steadily improving as we work to eliminate new barriers due to COVID.

Family support for health and nutrition includes several required topics. Our program has created a Health Education calendar and divided topics by month. Before COVID, the program hosted health education parent meetings for HS and EHS parents. This year, the program is

utilizing Schoology to share information digitally and sending home resources and supplies via teachers and family advocates. This includes parent education resources, student materials, and health education supplies.

In addition to oral health, physical health and nutrition; the Birth to Five Head Start program also has mental health services in place for children and families. During the pandemic, families in the program had access to telehealth sessions with the program's licensed professional counselor. In response to increased mental health needs, the Birth to Five Program collaborated with Oakwood Roots, a local counseling and assessment center, beginning in the 2020-2021 program year. With a designated counselor assigned to the program, families can see a counselor in a timely manner and convenient location. The counselor works directly with the program for scheduling and billing. This provides seamless access for parents and families to receive the mental health services they need without any barriers.

***Family and Community Engagement.*** The Birth to Five Head Start Program strives to build trusting and respectful relationships with families that support family well-being, promote children's learning and development, and foster parent-child relationships that are culturally and linguistically responsive to all families. Normally, this would be done by creating environments where families feel welcome and incorporating the uniqueness of families that are served by providing resources and activities in a family's home language, ensuring families are represented in classroom materials such as pictures, providing a print-rich environment that includes books and labels in families home languages, and offering families the opportunity to share their culture with families and children. Creating the previously described "environment" has been a challenge this year with all of our Family Engagement services being virtual. Home Visits with the Family Advocates, Parent Educators and Teaching Staff have all been conducted virtually.

Parent Engagement in the midst of a pandemic has allowed for virtual equipping and learning opportunities for our families. As mentioned before, with COVID-19 Funding, the program was able to purchase iPads and Hotspots to allow families access to everything the program was providing virtually. Each of our parent orientations and parent meetings have been in a video format that has allowed families to watch and learn at their convenience and as often as they'd like. The program's primary parenting curriculum is *Strengthening Families of the Brazos Valley*, provided by the Texas A&M Agrilife Extension office. However, the program is waiting on continued funding through their grant before providing any additional classes at this time. Additionally, the program has implemented the use of a supplemental parenting curriculum, Ready4K. Ready4K is an evidence-based family engagement curriculum that is delivered to families through text messages three times a week. As the program still navigates a pandemic and all of the impacts it has had on our families and community, we pursued the Trauma-Informed Curriculum through Ready4K this year. The Trauma-Informed curriculum is designed to strengthen the protective factors, which are five characteristics or strengths that act to mitigate risks and buffer the effects of trauma: Parental Resilience, Social Connections, Knowledge of Parenting and Child Development, Concrete Support in Times of Need, and the Social and Emotional Competence of Children. The Trauma-Informed Curriculum also includes images designed to increase positive emotion and reinforce the primary message of the week.

The program has been able to continue identifying needs, providing services and resources, conducting family outcomes assessments and setting goals with families in both Early Head Start and Head Start. Of the Birth to Five families in the program who have received services, the following categories have been those with the highest need: Holiday Assistance, Food and Clothing, as well as Technology Assistance. The program has been able to consistently

partner with community organizations such as: Chrissy's Closet, the Food Bank, St. Thomas Aquinas and Grace Bible Church to provide services and meet the needs of families. In addition to this, the program identified the following strengths and areas of weakness for our families during a pandemic through our family outcomes assessment. Promoting Home Language and Safety in the Home were the two areas that our families scored the highest in and averaged in the "self-sufficient" category for both Early Head Start and Head Start. However, the two areas that our families scored the lowest in were Leadership and Volunteering, averaging in the "safe" category for both Early Head Start and Head Start. The Family Outcomes Assessment that the program utilizes rates families on a scale from 1 - 5: 1 - In Crisis, 2 - Vulnerable, 3 - Safe, 4 - Self-Sufficient, 5 - Thriving.

Following the Family Outcomes Assessment and identification of needs, the program uses a family-centered approach to set individualized goals with families, taking into account each family's readiness and willingness to participate in the process. The program has trained Parent Educators and Family Advocates on setting specific, measurable, attainable, realistic, and time bound (SMART) goals with families. Goals are usually set by discussing the results of tools that we have used with the family already (such as the family strengths and interests survey, the family outcomes assessment, CLI assessment data, BKLAP data) or anything that has come up in conversation that the family would like to work toward. A goal is set and families enter into a Family Partnership Agreement by completing the Family Partnership Agreement Form. Steps towards achieving a family goal will be decided upon by the parent with Family Advocate/Parent Educators support and documented on the Family Partnership Agreement Form and an event titled Family Goal is created in ChildPlus. Among Head Start children, 4 families have completed goals, 209 families have established and are working toward goals, and 28 families

have made progress toward their goal this year. Additionally, among Early Head Start children, 5 families have completed goals, 55 have established and are working toward goals, and 7 have made progress toward their goal this year.

***Services for Children with Disabilities.*** The program places a heavy emphasis on early intervention for our youngest learners and takes steps to ensure that they receive services that are the best fit for their success in early education and beyond. The program attempts to receive information about known or suspected special needs during the application process by completing a Special Needs Survey that allows parents the opportunity to express concerns about their child's development. Due to the program's location within the school district and local community, the program benefits from the services provided through the Special Services department. The biggest impact that the Special Education Department faced in the initial phases of remote instruction were the assessments and evaluations that were in process for students. Evaluations were put on pause until traditional, on-site settings were available to use. This delayed the evaluation process for several children in need of services. However, once on-site services were available, the evaluations were completed for in process students and ARDs were scheduled within 30 calendar days from the date of the report to review the results and determine eligibility of services for all children.

Additionally, the Special Education Department was able to retrieve consent from families of children enrolled in the Special Services Department and conduct virtual small group lessons, teleservices, and telephonic instruction to continue providing for each child's IEP services throughout the pandemic and school year. Students were able to see and observe other students attending the small group virtual lessons and continue to have interaction with their peers during this time. In 2029-2020, Head Start served 36 children with disabilities. Six



additional evaluations were delayed due to Covid. Early Head Start served 8 children with IFSP's. This year to date of writing, Head Start has served 31 students with diagnosed disabilities and 20 additional students are in process of evaluation. Early Head Start has served 2 children and 6 are in the referral process.

**Transition.** At two and a half (2.5) years, every child in the Early Head Start program begins the transition process, whereby parents and staff work together to identify what the next appropriate placement is for the child and family. A formal transition plan is reviewed with the family, including the exit from Early Head Start, the family income verification process, and how the IFSP impacts transition. Early Head Start and Head Start program staff collaborate together to ensure a smooth transition process for the child and family by visiting future Head Start classrooms on elementary campuses, meeting Head Start Teachers, and sharing records and documents with their Teacher once placement is decided. The transition process was completely virtual in the spring of 2020, with preparations underway to do the same in 2021. In the event that the child does not qualify for Head Start services, or a different placement is identified as most appropriate due to family need, Early Head Start works with the family to identify the next placement. Early Head Start provides transitioning child materials such as the ongoing assessment and screening data to the next provider with parent consent.

For the Head Start Program, program staff collaborate with parents to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child. A successful transition to Kindergarten begins with program staff hosting two parent conferences a year, making at least two home visits a year, as well as opportunities to volunteer in the classroom and at the campus level. As the program approaches

the last few months of the year, Head Start children visit kindergarten classrooms on three different occasions, Family Advocates assist families in registering their child for Kindergarten, and families are encouraged to attend the school district's Future Family Welcome Night. Future Family Welcome Night is an opportunity for any incoming kindergarten students or new students to CSISD to visit their elementary campus and see the classroom, computer room, music room, art room, gymnasium, library, and playground areas. Furthermore, the program hosts Kindergarten Transition Meetings where Kindergarten Teachers assist parents in understanding practices they can use in the home to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child. The transition process was completely virtual in the spring of 2020, with preparations underway to do the same in 2021. While the program also provides transition materials for children and families to work through together over the summer, ESL Bilingual Summer School and Extended School Year Services are available to students who qualify.

For any family who moves out of the community, program staff assist the family in locating another Head Start program by using the Head Start program locator on the ECLKC website as needed. If a Head Start program is not available in the community to which the family is moving, then the Family Advocate or Head Start office staff will help the family identify another early childhood program using a Google Search as needed. For families of children who decide to transition to another early education program, the Early Head Start Parent Educator or Head Start Teacher will hold a parent conference with the family when practical. The student's records are available upon request.

***Services to Enrolled Pregnant Women.*** The Early Head Start Program provides services to pregnant women. Early Head Start collaborates with Head Start, CSISD Pre-K, and CSISD's

pregnant and parenting teen program to recruit and enroll women in the program. Early Head Start is not required to serve a certain percentage of pregnant women and pregnant women are served in the program until their child is born, allowing for continuity of care for the infant and family. There have been minimal changes in services to enrolled pregnant women, despite the pandemic. The program is continually meeting with pregnant mothers via zoom to conduct their normally scheduled visits.

As mentioned in the Education and Child Development section, the Early Head Start Program continues to use *Partners for a Healthy Baby* as their curriculum in providing services to pregnant women, as it is appropriate for prenatal women and families with infants and toddlers. Following the first home visit, Parent Educators provide prenatal and postpartum information and education through lesson plans that are tailored to the week that the mother is in her pregnancy. Lesson plans were developed with the *Partners for a Healthy Baby* curriculum and in collaboration with program administrators and a local doctor, who is a former Head Start Parent. As mentioned above, the first home visit with a pregnant mom is focused on locating a medical home. In weeks 5-8 of pregnancy, the program focuses on preventing birth defects, including alcohol and substance abuse. In weeks 9-12 of pregnancy, the program focuses on changes to the pregnant woman's body. In weeks 13-16 of pregnancy, the program focuses on weight gain in pregnancy. In weeks 17-20 of pregnancy, the program focuses on tests and vaccines for the pregnant woman. In weeks 21-24 of pregnancy, the program focuses on mom's mental wellness. In weeks 25-28 of pregnancy, the program focuses on healthy eating. In weeks 29-32 of pregnancy, the program focuses on preparing for the hospital. In weeks 33-36 of pregnancy, the program focuses on sleep safety. In weeks 37-40 of pregnancy, the program focuses on the benefits of waiting to deliver a baby at 39 weeks.

After the birth of the baby, the program provides individual support for postpartum recovery based on the childbirth experience and the mother's needs. Parent Educators visit the family following the birth of the baby, if it is culturally appropriate and in accordance with the family's needs and wants. The Health Specialist is available to attend this visit as well, if requested by the family. Additionally, a maternal well visit with a licensed professional counselor is offered at 4-6 weeks postpartum. The Edinburgh Postnatal Depression Scale (EPDS) is completed at enrollment or the initial home visit, 36 weeks pregnant, 2-4 weeks postpartum, and as necessary. If an expectant or new mother receives a high score on the Edinburgh Postnatal Depression Scale, then the tool is re-administered in 2 weeks. If any mental health risks are determined, mental health intervention is implemented by a licensed professional counselor. The program continues to provide services to the mother until the newborn is two weeks old. At that time, the newborn child takes the place of the mother in the program's caseload and services are now geared toward the child.

**Transportation.** The Head Start program is housed on all elementary campuses throughout the district with transportation services for Head Start children provided via CSISD's Transportation Services Department. As mentioned previously in the Sub-Section A: Goals, 91 of the 221 Head Start children are eligible for transportation to and from school. 85 of the 221 Head Start children live within a safe walkable distance radius of their elementary campus. If a child has an IEP or is homeless, they will receive bus services as well. Additionally, any family that is in crisis/emergency can receive transportation services for a short-term period by the program. 45 of Head Start children (20.3%) do not qualify for bus transportation due to limited classroom availability on central campuses. It is a program goal to increase the number of

students on their home campus, therefore, increasing the number of students eligible for bus services.

In addition to improving access to transportation to school, the program is looking to improve transportation safety. Head Start had a transportation waiver in place for child safety restraints and bus monitors for the previous program year and will continue to apply for waivers until the issue of child safety restraints has been resolved. The program is actively seeking additional funding to retrofit school buses with child safety restraints and currently has a one-time funding application submitted in the Head Start Enterprise System. Additionally, College Station ISD is considering a bond package for bus purchases in the fall of 2021. The new buses will be equipped with child safety restraints that meet the needs of Head Start children. As the transportation department obtains new buses, they are prioritized for campuses and children most in need.

Lack of public transportation has been an ongoing issue in College Station, TX. To address this community need, the Early Head Start and Head Start programs provide transportation for medical appointments, socializations, academic meetings on campus, or parent engagement activities in the classroom. The program currently owns three vehicles that are fitted with appropriate car seats and for whom there are drivers on staff. The vehicles meet the transportation regulation requirements and were purchased for the transportation of young children and families. Two Certified Car Seat technicians install car seats in the agency vehicles to ensure the greatest care in safely transporting families.

**Sub-Section C: Governance, Organizational, and Management Structures**

*Governance.* There have been no significant changes to this area. CSISD Board of Trustees has a makeup of seven elected officials. As an elected School Board, CSISD is exempt from the Head Start Act's requirement that the Board have specific expertise as part of the makeup. School Board members have experience in family law, real estate, human resources and business development. Board members serve on district committees including the Birth to Five Head Start Policy Council.

The Policy Council is made up of representatives from the 13 Head Start classrooms and from the Early Head Start program. One representative and an alternate are chosen and voted on from each classroom at campus orientations. Early Head Start representatives are nominated and voted on at a parent socialization. Policy council members and alternatives are encouraged to participate in policy committees; administrative, educational and family engagement. Training specific to their roles as Policy Council Members is conducted at the start of each school year. Ongoing training is also offered to Policy Council members throughout the year. This year, Policy Council members have been voted on via Zoom meetings. Policy Council meetings have also been held virtually due to the pandemic.

*Governing Body Process.* The Board of Trustees receives a monthly report from the Director of Early Education Services including information specific to the Head Start/Early Head Start program as required by the Head Start Act. This information includes, but is not limited to, program summary reports, budget details (including credit card expenses), enrollment and USDA meals delivered, the annual audit, programmatic and financial ongoing improvement plans and ongoing communication from the Office of Head Start. The School Board reviews and

approves budget reports, self-assessment, the community assessment, by-laws, selection and enrollment criteria and other items that need approval by OHS. The same information is also submitted to the Policy Council for their review and recommendations to the School Board. The Executive Director and Director of Early Education Service attends both School Board and Policy Council meetings in order to facilitate the exchange of information and respond to any questions that the Board may have regarding budget or programmatic operations. One of the School Board members also sits on Policy Council as a community member to increase the flow of information.

In order to execute the requirements of the Head Start Act and in alignment with good governance practices, the governing body utilizes a committee structure including an Executive Committee and an Audit Committee. The committees are responsible for the legal and fiscal plans and strategies to ensure they reflect program priorities for the agency aligned with the standards and laws. The committees do not make decisions on behalf of the Board but submit recommendations for consideration and possible approval.

***Policy Council and Policy Council Process.*** The Policy Council receives information including but not limited to, program summary reports, budget details (including credit card expenses), enrollment and USDA meals delivered, the annual audit, programmatic and financial ongoing improvement plans and ongoing communication from the Office of Head Start at the monthly meetings. The Policy Council reviews and approves budget reports, self assessment, the community assessment, by-laws, selection and enrollment criteria and other items that need approval by the Office of Head Start. Policy committees (administrative, education and family engagement) meet separately and make recommendations to the Policy Council.

***Parent Committees Process.*** The Policy Council Representatives share this information with parents at their respective campuses. Parent committees are developed at the campus level to increase parent involvement and program decision making. Parents are also involved in program goal setting, community assessment and program self assessment. Feedback and suggestions from parents are shared with the Policy Council through teachers, staff and campus representatives. Parent surveys are also used to increase parent participation.

***Relationships.*** The Policy Council receives training on their roles and responsibilities, the by-laws and Open Meetings Act at the first meeting of the school year. The training is conducted by the Director of Early Education. School Board members receive Head Start training post-election and renewal information annually as each program year begins with specific updates including eligibility, self-assessment, budget and grant details.

While the School Board is an elected group, they do not have a conflict of interest as they do not have any financial interest with Head Start and do not receive compensation for serving on the School Board nor are they employed by Head Start or College Station ISD.

The Policy Council and School Board work collaboratively to make decisions for the Birth to Five Head Start program. Monthly communication takes place via email, interagency transmittal and monthly meetings. While it has not been used, the Policy Council and School Board have an Impasse Policy and Procedure in place that specifically describes the process when there is an impasse in decision making.

***Human Resources Management.*** The most significant change to the management and oversight of the Birth to Five Head Start program was the addition of a full time Family Engagement Specialist. (See Organizational Chart 2021-2022.) The position of Family Engagement Specialist began July 2020 and was funded with Quality Improvement funds. The



position is responsible for supervision of the Family Advocates and development/design of family engagement activities. This position requires bilingual skills that prove beneficial to the administrative team and services to families.

Communication between staff occurs through a series of monthly calendared meetings as well as ongoing coordination via technology. The administrative team meets twice monthly to address program needs. The Director also meets monthly with the Executive Director and the CFO. Monthly staff development also occurs with teaching staff, family advocates and parent educators.

All staff pass extensive background checks. College Station ISD and the Birth to Five Head Start program require staff members to complete state and local background checks, sex offender registry check, child abuse and neglect state registry, FBI criminal history check and fingerprinting. 5 year checks are not completed because College Station ISD maintains subscriptions to state and TEA databases which provide ongoing monitoring of all employee criminal activity including staff of the Birth to Five Head Start program.

New Teacher Orientation is provided to new teaching and support staff during pre-service training at the beginning of each semester. Staff spend designated time learning about the mission of the Head Start program in general as well as the mission and vision of the CSISD Birth to Five program. Consultants, volunteers and interns are given an overview of the program and the children and families we serve.

Training and Professional Development is a high priority of the program. Training is designed based on data gathered from CLASS, CIRCLE Progress Monitoring, Family Outcomes Assessment tool, HOVRS, BKLAP and staff and community surveys. Training is offered

monthly to all staff members and is designed to address areas identified from the above assessment tools. One area that the program continues to highlight with staff is Health and Safety practices; including but not limited to: active supervision, environmental checks and zoning, are discussed at all monthly staff meetings. Furthermore, coaching is offered to teaching staff based on their needs and goals from data. Forms of coaching offered to teachers consist of: self-coaching, expert coaching, mentoring for teachers with 0-1 year of experience, as well as intensive coaching based on either the Practice Based Coaching (PBC) Model or the Teachers Learning and Collaborating (TLC) Process. Professional Development meetings are held 3 times per year with all staff to develop and support individual goals and growth. Staff is also required to complete mandatory training including but not limited to: Child Abuse Prevention, Bloodborne Pathogens, Confidentiality, Sexual Harassment, and First Aid/CPR. Due to Covid, training during the 2020-2021 has been held in small groups or virtually.

***Program Management.*** There have been no significant changes to this area. A system of checks and balances is in place to assess the progress on program goals. New Program and School Readiness Goals were established in the baseline grant based on input from stakeholders and data from child, family, staff, and community assessments. Goals and objectives are reviewed quarterly by administrative staff. Professional development is designed to support program goals and outcomes. An OGM (Ongoing Monitoring tool) is used quarterly to address any areas of concern and/or corrective measures needed. Additionally, the program continues to use DataSay, an ongoing monitoring and data analysis tool. This tool allows the program to schedule reviews for each content area, identify strengths and areas of improvement within the program, as well as view data visually in easy to read charts that can be shared with all stakeholders.

As mentioned previously, multiple systems of ongoing monitoring are in place. Monthly reports are run in ChildPlus to assess progress with home visits, family engagement, attendance and case management reviews. Child assessments are given quarterly and scores are shared with all stakeholders including principals, teachers and parents. Professional development and staff training is designed around improving outcomes for children and families.

The Director receives monthly reports from the CFO and accounting department to inform program decisions. Reports are shared monthly with staff, Policy Council and School Board. Pre-service training is provided for all employees before services begin each year. Pay for substitutes is included in the budget to ensure staff has the opportunity to engage in training and professional development. Instructional support personnel are also available for teacher planning and conference periods.

***Program Improvement.*** Based on data from self-assessment and program/school readiness goals, the following areas will be addressed for continuous program improvement in the 2021-2022 school year. An increase in pay for Head Start Instructional Assistant will be proposed to reflect the additional educational requirement from the OHS. Program goals will be supported by the continued commitment to reducing barriers to on time, daily attendance and monthly targeted professional development will be increased to improve school readiness outcomes. (See Self-Assessment and Program Improvement document)

**Section II. Budget and Budget Justification Narrative**

**Operational Budget Justification**

*Personnel:* College Station ISD Birth to Five Head Start Program strives to compensate employees in accordance with expectations for the level of knowledge and skill that is necessary to operate a high-quality program. CSISD conducts a wage comparability study through the Texas Association of School Boards for the purpose of assessing the competitiveness of its wages when compared to other organizations providing like services. We continue to assess the budget on an ongoing basis to ensure salaries are commensurate with experience and education. Personnel salary projections include a 2% salary increase.

<b>PERSONNEL</b>			
<b>HS</b>	<b>EHS</b>	<b>TOTAL</b>	<b>DESCRIPTION</b>
1,179,437	389,104	1,568,541	Employee Salaries
<b>1,179,437</b>	<b>389,104</b>	<b>1,568,541</b>	<b>Totals</b>

*Fringe Benefits:* The program recognizes that competitive fringe benefits are an important part of an employee’s total compensation. Following is a summary of the project’s estimated fringe benefit costs. As is noted by the budget detail, fringe costs

include Medicare, State Unemployment Insurance, Workers Compensation Insurance, Health/Dental/Disability/Life, and the TRS Pension plan.

<b>FRINGE BENEFITS</b>			
<b>HS</b>	<b>EHS</b>	<b>TOTAL</b>	<b>DESCRIPTION</b>
6,786	2,301	9,087	State Unemployment Insurance. Workers Comp Insurance and Long Term Disability.
127,382	49,355	176,737	Medical Insurance Premiums
177,004	48,039	225,043	Contribution to Texas Retirement System Plan
16,492	5,304	21,796	Employer share of Medicare
<b>327,664</b>	<b>104,999</b>	<b>432,663</b>	<b>Totals</b>

**Travel:** See narrative and details in the Training and Technical Assistance section below.

<b>TRAVEL</b>			
<b>HS</b>	<b>EHS</b>	<b>TOTAL</b>	<b>DESCRIPTION</b>
12,614	10,000	22,614	Staff Development Employee Travel
<b>12,614</b>	<b>10,000</b>	<b>22,614</b>	<b>Totals</b>

**Supplies:** Supplies are budgeted based on historical expenses and future anticipated costs. Items include materials used in administrative offices, classrooms and the socialization space, staff development offerings, and family engagement activities. Increases in the supply budget reflect the commitment to at home literacy and building home libraries. This is a commitment made with the input of staff, parents, Policy Council and College Station ISD. Items to be addressed with program improvement funds include pay increases or stipends for instructional assistant staff to reflect their additional education as required by the OHS, materials for outdoor classrooms, and experiential learning opportunities for children and families.

<b>SUPPLIES</b>			
<b>HS</b>	<b>EHS</b>	<b>TOTAL</b>	<b>DESCRIPTION</b>
5,000	5,250	10,250	Office supplies necessary to support services to children and families.
45,310	26,700	72,010	Child and family supplies.  These costs include classroom supplies, Parent Engagement materials to support cognitive skill (math & literacy) family activities, books for home libraries, car seats, socialization materials, parent involvement, Health, disability, transition and quality improvement supplies.
1,000	1,500	2,500	Staff Development supplies
39,017	24,582	63,599	Program Improvement:  Instructional assistant raises; outdoor classroom materials; home libraries
<b>90,327</b>	<b>58,032</b>	<b>148,359</b>	<b>Totals</b>

**Contractual:** CSISD HS/EHS contracts services for meeting Federal requirements, ensuring compliance and for necessary software and web hosted service such as ChildPlus and



DataSay. Contract services are procured in accordance with CSISD policies and procedures and with Federal requirements. Increases in contractual services reflect an increase in staff meals and cost of snacks, as well as additional AT&T Hot Spots for parent engagement.

<b>CONTRACTUAL</b>			
<b>HS</b>	<b>EHS</b>	<b>TOTAL</b>	<b>DESCRIPTION</b>
4,420	1,400	5,820	Health care costs: 20/child budgeted for health costs not covered by insurance  HS: 221 children X \$20 = \$4,420  EHS: 70 children X \$20 = \$1,400
41,574	0	41,548	Food Service for HS:  Classroom snacks: \$17,304 (.50 x 221 students x 174 days x 90% attendance)  Parent/Staff lunches \$14,470. (24 -2 lunches per classroom- x174 days x \$3.85 per lunch x 90% usage. Using district funds for one classroom  Classroom food experiences: \$7,200 (12 classes x \$600 - one classroom funded with district funds)  PI food for Family Advocates: \$2,600 (13 classrooms x \$200)



College Station Independent School District

Birth to Five Head Start

06CH010943: 2020-2021

3,980	1,333	5,313	<p>ChildPlus: Contract will support CSISD in the use of ChildPlus to ensure ongoing, electronic case management of children and family services. (A few extra licenses are purchased annually)</p> <p>\$18.01 x 221 licenses = \$3,980 \$18.01 x 74 licenses = \$1,333</p>
4,058	2,856	6,914	<p>HS: Data Say and Teachstone EHS: Data Say, E-Lap &amp; FSU Digital Curriculum.</p>
5,280	8,160	13,440	<p>AT&amp;T Phones and Hotspots:</p> <p>HS: 6 Hot Spots allow family services staff to assist families with applications, information and other services which need a wireless connection plus 5 more Hot Spots for parent checkout as needed 11 x 12 x \$40/mo = \$5,280</p> <p>EHS: Parent Educator (HV) phones with data to assist on home visits as needed and to ensure Parent Educators are not contacted outside of work hours. Additionally, two extra phones for substitute staff providing home visits. 8 x 12 x \$50/mo = \$4800</p> <p>EHS: 2 staff Hot Spots plus 5 Hot Spots for parent check out as needed 7 x 12 x \$40/mo = \$3360</p>
3,040	3,000	4,110	<p>Copiers/Postage/Dues</p>
<b>62,352</b>	<b>16,749</b>	<b>79,101</b>	<p><b>Totals</b></p>

**Other:** Expenses in this category are budgeted based on historical expenses and anticipated future expenses.

<b>OTHER</b>			
<b>HS</b>	<b>EHS</b>	<b>TOTAL</b>	<b>DESCRIPTION</b>
1,617	332	1,949	Volunteer and Child Liability Insurance: general liability, volunteer coverage and child accident insurance for 13 classrooms, 1 EHS center and 1 central support office.
13,720	6,500	20,220	<p>Local Travel</p> <p>HS: \$4,000 Family Advocate Mileage Reimbursement and \$9,720 for Learning Excursions: opportunities to extend learning to other areas of our community. (6 trips x 12 classrooms x \$135/trip = \$9,720)</p> <p>EHS: \$6,000 Parent Educator (HV) Mileage Reimbursement and \$500 for gasoline for vans for student &amp; family transport for school, doctor visits and socializations and other transport as needed.</p> <p>Mileage reimbursement: TEA sets rate; employees turn in specific mileage form monthly for reimbursement check</p>

College Station Independent School District

Birth to Five Head Start

06CH010943: 2020-2021

0	500	500	<p>Nutrition Services.</p> <p>HS: Budgeted In Contractual</p> <p>EHS: Budget for specialized food as needed for parent training/ socializations (gluten free, etc.)</p>
0	4,000	4,000	<p>Parent Services/Engagement</p> <p>HS: Parent engagement food budgeted under contractual (school breakfast, lunches and catering as needed)</p> <p>EHS: Parent engagement food for parent involvement meetings, parent trainings, socializations</p>
10,945	4,136	15,081	<p>Training &amp; Staff Development</p> <p>HS: \$10,945. See T&amp;TA Narrative</p> <p>EHS: \$1,900 food for staff development meetings and \$2,136 T&amp;TA for Trainers (see T&amp;TA narrative)</p>
3,258	2,368	5,626	<p>Vans for student and parent transportation: Estimate of costs for annual repair, maintenance, registration and insurance</p>
<b>29,540</b>	<b>17,836</b>	<b>47,376</b>	<b>Totals</b>

**Training and Technical Assistance (T&TA) Budget Justification**

**Travel:** Out-of-state travel includes estimates associated with attendance at conferences and events to be held during the 2021-2022 program year. Locations for these events are not known at this time, as they will be taking place 6 months to a year from submission of this continuation grant. T&TA “*other*” will support staff in pursuing coursework, credentials, and professional development/training needs. Costs are estimated based on historical expenditures.

<b>TRAINING AND TECHNICAL ASSISTANCE</b>				
Listed under <i>Travel</i>	12,614	10,000	22,614	Estimated Out of Town Travel
Listed under <i>Other</i>	10,945	2,136	13,081	Consultants/Trainers
<b>EVENT</b>	<b>HS</b>	<b>EHS</b>	<b>TOTAL</b>	<b>DESCRIPTION</b>
Texas Head Start Association Conference- Houston, TX 4 staff	2,997	999	3,996	Lodging: 4 rooms X 4 nights X \$175/night = \$2,800  Per diem: 4 staff X 4 days X \$71/day = \$1,136  Shuttle: 2 days X \$30/day = \$60

College Station Independent School District

Birth to Five Head Start

06CH010943: 2020-2021

<p>National Head Start Association Conference</p> <p>6 staff</p>	<p>9,676</p>	<p>4,838</p>	<p>14,514</p>	<p>Registration: <math>\\$700 \times 6 = \\$4,200</math></p> <p>Lodging: 6 rooms X 4 nights X <math>\\$175/\text{night} = \\$4,200</math></p> <p>Per diem: 6 staff X 4 days X <math>\\$71/\text{day} = \\$1,704</math></p> <p>Airfare: 6 staff X <math>\\$700 = \\$4,20000</math></p> <p>Shuttle: 6 staff X <math>\\$35 = \\$210</math></p>
<p>Annual EHS and Child Care Birth to Three Institute</p> <p>3 staff</p>	<p>2,378</p>	<p>4,756</p>	<p>7,134</p>	<p>Registration: <math>3 \times \\$730 = \\$2,190</math></p> <p>Lodging: 3 rooms X 4 nights X <math>\\$175/\text{night} = \\$2,100</math></p> <p>Per diem: 3 staff X 3 days X <math>\\$71/\text{day} = \\$639</math></p> <p>Airfare: 3 staff X <math>\\$700 = \\$2,100</math></p> <p>Shuttle: 3 staff X <math>\\$35 = \\$105</math></p>
<p>Teacher/Parent Educator (HV) Out of Town Travel Opportunities</p>	<p>2,401</p>	<p>701</p>	<p>3,102</p>	<p>Texas School Ready, Texas Children in Nature, Pre-K Teacher's Conference, Region 6 and Region 4 one day staff training opportunities in Huntsville and Houston.</p>
<p>Teachstone: Interact CLASS training</p>	<p>4,350</p>	<p>0</p>	<p>4,350</p>	<p><math>\\$150 \text{ online access} \times 29 \text{ staff} = \\$4,350</math></p>

Consultants/ Trainers	1,757	844	2,601	Targeted training during school year; ongoing curriculum consultations
	<b>23,559</b>	<b>12,136</b>	<b>35,695</b>	<b>Totals</b>

**Financial and Property Management System.** There has been no significant change in this area. In order to provide oversight related to the fiscal and management requirements of the Head Start program, CSISD Business Services completes several periodically occurring deliverables to help monitor and manage the allowable and necessary expenditures associated with the Head Start grant. Specifically, on a monthly, quarterly, and semi-annual basis, district personnel from the Business Office prepare and review reports on behalf of the Head Start program. Locally, Head Start Financial Statements are submitted to the School Board each month. Additionally, documentation is maintained and reviewed periodically by Head Start administrative and Business Office staff to ensure that staff are appropriately split between local and grant funds based upon their time utilization. District personnel also prepare Federal Financial Reports which are submitted throughout the year.

The CSISD Purchasing and Procurement process has specific controls to help mitigate reasonable risk associated with fraud within the program. Specifically, purchases go through an approval process that ensures key stakeholders are reviewing and approving each purchase. Those requests are then routed through the Purchasing and Accounts Payable department. District Accounting System and Finance procedures are audited on an annual basis. This audit

reviews our internal controls and general accounting procedures and ensures the effectiveness of our controls and procedures.

**Non-Federal Match (NFM) Justification.**

CSISD is committed to providing the full 20% match required to support a high-quality Head Start program. The total required non-Federal match for the Operations and Training & Technical Assistance (T&TA) Funds is \$574,664 as is depicted below. Included in the *Documents* section in HSES is a document entitled, *CSISD B25 Head Start Non Federal Match for 21-22 Grant Submission* that provides the NFM sources and valuation for each source. The program uses building usage portions/percentages, parent volunteers, community volunteer time, interns, and salaries paid by the district general fund as non-federal match. While the Covid-19 pandemic has reduced the number of interns and community volunteer hours, CSISD maintains its commitment to meeting the non-federal match.

	<b>Operations Funds Requested</b>	<b>T&amp;TA Funds Requested</b>	<b>Total NFM Required</b>
<b>Head Start</b>	1,678,375	23,559	425,484
<b>Early Head Start</b>	584,584	12,136	149,180
<b>Total</b>	<b>\$2,262,959</b>	<b>\$35,695</b>	<b>\$574,664</b>