

# Annual Report



HEAD START / EARLY HEAD START

2019-2020

## To our Community

The children and families of Mount Pleasant Independent School District and Titus County have benefited greatly from a remarkable Head Start/Early Head Start program for over 20 years. The benefits have certainly included improved health, nutrition, and cognitive skills for each child and partnerships encouraging the role of parents as their child's first and most important teachers.

As we continue building relationships with our families that support positive parent-child relationships, family well-being and connections to peers and community, we will ensure our program's mission...

*Building Relationships that Prepare Children and families to be School Ready*



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# Message from the Director

The Annual Report is often an exciting time for our program, as we reflect on highlights of traditional program services, and the positive impact our program strives to make. However, this year, as we think back on the 2019-2020 program year, our thoughts immediately went to the disruption the entire world experienced as a result of the Corona Virus.

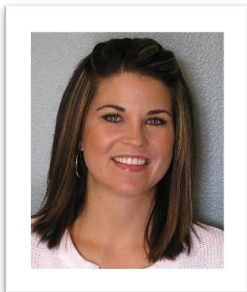
The COVID-19 Pandemic threw our program for a loop, as we all encountered things we had never experienced, or even imagined we would, in our lifetimes. With schools and businesses closing in our community in March, the program approach as we knew it was forever changed.

Our traditional focus and program vision of preparing children and families to be ready for Kindergarten, shifted to helping our families through the pandemonium this virus has created and identifying and supporting their basic needs. We witnessed many families becoming unexpectedly without jobs, losing loved-ones, and unable to locate necessities, such as food, diapers and toilet paper.

Together as a program, school district and community, we pulled in, collaborated and went to work to support our families. From food, to diapers and supplies, we found what was needed, and made sure our families received them. Partnering with MPISD food services, we were able to provide both delivery and drive thru food services to provide children with 2 meals daily.

Paper packets, home school supply kits, and remote learning launched through the eagerness of our staff to reach our children, even as they stayed at home. Teachers and staff developed learning videos, interactive modules and activities online, conducted drive-by home visits and engaged our families through social media and online platforms.

2019-2020 was the most challenging year most of us have faced, but I will say for our program, it was also the most inspiring. The love, support, creativity and willingness to reach, teach and love on our children and families shown by our staff, schools and community will forever change our approach.



*Jamie Cook*

Jamie Cook  
Head Start /Early Head Start Director  
Principal of the Child Development Center  
Mt. Pleasant Independent School District

## Head Start/Early Head Start Management Team

Jamie Cook, Director, Head Start/Early Head Start

Katie Fite, Assistant Director, Head Start/Early Head Start

Shonda Brown, PFCE Manager, Head Start/Early Head Start

Betsy Fluellen, Education/Disability Manager, Head Start/Early Head Start

Deana Tolentino, Health Services Manager, Head Start/Early Head Start

Donna Fridia, Education/Disability Specialist, Early Head Start

MOUNT PLEASANT INDEPENDENT SCHOOL DISTRICT

Board of Trustees



Yvonne Hampton, President  
Retired Educator  
Policy Council Liaison  
Member since May 2009



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Business Owner  
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# Guiding Principles

## VISION

Every CDC Child Will Be Successful

## MISSION

Building Relationships that Prepare Children and Families to be School Ready

The Head Start/Early Head Start program focuses community resources and services to ensure that families are provided with relevant educational, health, economic, and social benefits. The program is designed to provide:

- Children with age-appropriate learning environments.
- Parents with the information and skills necessary to enhance their child's education, social development, and physical growth.
- Parent opportunities to become actively involved in the Head Start / Early Head Start program.
- Opportunities to utilize available social services to assist the family in the effort to improve the condition and quality of life.
- A comprehensive range of health services comprising medical, dental, mental, and nutritional services, including meeting the special needs of the child with a disabling condition.
- Food services which will help meet the child's daily nutritional needs and instill sound health nutritional habits.
- Equal opportunities for enrollment through a systematic recruitment process which ensures enrollment of eligible children regardless of race, sex, creed, color, national origin, or disabling condition.
- An overall conducive environment that recognizes the significance of cultural diversity and the unique value of individuals.

*Excerpts from the original  
Titus County Head Start Application for Federal Assistance  
1993*

# History

The first preschool programs administered by **Mount Pleasant Independent School District (MPISD)** were the state-funded pre-kindergarten and Preschool Program for Children with Disabilities (PPCD). These programs were established in the early 1990's.

By 1993, the Head Start federally funded grant was awarded to MPISD for eligible children throughout Titus County and provided services to eighty-five four-year-olds and their families. Five classrooms were distributed among three elementary campuses. The Head Start, existing preschool programs, and combined staff were merged together into one program with an emphasis on early childhood development and family intervention. During the beginning years, Head Start was expanded three times and the program now serves 255 three and four-year-old children.

In 1998, MPISD purchased a facility and property at 1602 West Ferguson Road to accommodate the growing early childhood program. The facility was named the Child Development Center (CDC) and was renovated with funding provided from Head Start, MPISD, and a generous one million dollar donation from the Pilgrim's Pride Corporation.

The Early Head Start (EHS) program was awarded to MPISD in 2000 for forty pregnant women, infants, and toddlers; and targeted pre-teen and teen parents. The expansion met a long-range goal to provide services for at-risk children from ages birth-to-five years. EHS services began in a renovated facility and moved after one year of operation to a new MPISD facility adjacent to the CDC .

The EHS program was very well received by the community; therefore, it was expanded in 2002 for an additional 24 pregnant women, infants, and toddlers resulting in enrollment opportunities for 64 participants. MPISD continued to support the early childhood programs and appointed bond funds to connect the CDC and EHS with a corridor that included additional classrooms. In the fall of 2009, 16 additional infant slots were made available through ARRA EHS expansion funds for a total of 80 infant/toddlers and their families.

Today there are five preschool program choices at the CDC for families to match eligibility and family needs. Those programs are full-day Head Start; full-day EHS; full-day state-funded prekindergarten; Early Childhood Special Education; and both private and subsidized child care. Multiple sources of funding and community partnerships are coordinated to support these programs for almost 500 children from birth-to-five years.

1991	Prekindergarten services begin for MPISD
1993	Head Start is awarded to MPISD for Titus County
1994	Head Start services begin
1995	Head Start expansions begin
1995	MPISD Head Start, Pre-K, & PPCD are coordinated
1998	MPISD renovates the Gibson's facility/property
1998	CDC facility is occupied
2000	Early Head Start is awarded to MPISD
2001	EHS services begin
2002	EHS Expansion award
2003	EHS moves to Community Learning Center
2007	CDC & EHS facilities are connected
2009	EHS Expansion submitted
2010	EHS Expansion receives permanent funding
2012	Prekindergarten and Child Care programs expanded

## Head Start & EHS FAMILY INFORMATION 2019-2020

- 44% of Head Start Children were from 2-Parent families
- 23% of EHS Children were from 2-Parent families
- 141 Head Start Families were Single-Parent families
- 57 EHS Families were Single-Parent families
- 30% of Head Start Families were White, Black or Asian (Non-Hispanic)
- 53% of EHS Families were White or Black, (Non-Hispanic)
- 51% of Head Start Families spoke Spanish
- 22% of EHS Families spoke Spanish
- 77% of Head Start Families were employed
- 59% of EHS Families were employed
- 273 total Head Start Children were served, serving 254 families
- 86 total EHS Children were served, serving 74 families
- 93% was the Head Start attendance rate
- 90% was the EHS attendance rate
- 22 Head Start Families experienced homelessness during the program year
- 14 EHS Families experienced homelessness during the program year

*Information & Data referenced to the ERSEA records.*

# Enrollment

*The MPISD Head Start/Early Head Start (EHS) program is funded for 255 Head Start and 80 EHS children.*

During the 2019-2020 school year, funded enrollment provided consistent enrollment for 255 Head Start children and 80 EHS children. The program has remained consistently and fully enrolled with 100% of the children and families meeting eligibility guidelines since the inception of the program and throughout the 2018-2019 school year. The enrollment exceeded the mandatory 10% enrollment of children with disabilities. Services provided were center-based, utilizing 16 Child Development Center classrooms for Head Start and 10 for EHS.

**Waiting List.** There was a Head Start waiting list of 10 eligible preschool children; and 81 eligible infants/toddlers for EHS. Many Head Start eligible children on the waiting list were enrolled in other CDC preschool programs; however, some families sought an alternate community-based program for early childhood services or the children remained in kinship care.

**Other Preschool Programs.** MPISD serves the Titus County preschool population by offering Prekindergarten for three and four-year-old children and the Preschool Program for Children with Disabilities, serving ages three to seven. These programs provided services to more than 135 children and occupy 8 CDC classrooms.

**Child Care.** Local and subsidized child care services were offered to parents that work or go to school. The extended day begins at 6:30 a.m. and ends at 5:30 p.m. Child care is coordinated with the Texas Workforce Commission/Child Care Services subsidy program or through private pay, as determined by eligibility.



# Health

## *Including Dental and Nutrition*

The Head Start health staff work with families to help each family identify and remain up-to-date with medical care. Children are screened for multiple health conditions including lead levels, anemia, and normal development. The staff is also qualified to perform sensory screenings and check children for normal vision, hearing, speech, social/emotional adjustment, and cognitive development. If screenings indicate any results that are not in the normal range of development, an assessment will be conducted to gather additional information. When a medical issue is identified, referrals are made and a follow-up conducted.

All (100%) MPISD Head Start and Early Head Start (EHS) children were screened within the required 45 days for developmental, sensory, and behavioral concerns. All children had an up-to-date ongoing source of continuous, accessible health care; and 215 Head Start and 28 Early Head Start, were up-to-date on a schedule of age-appropriate preventative and primary health care. Screenings resulted in 12 Head Start being diagnosed by a health care professional with a chronic condition that needed medical treatment. Of the 12, only 7 received medical treatment, all for vision problems. Follow up to treat chronic conditions became a challenge in the Spring semester, as the COVID-10 Pandemic developed within our community.

Immunization records were monitored and families are assisted with a maintenance plan for up-to-date immunizations against childhood disease, appropriate for their age. The health staff coordinated the immunization schedules with a health care professional and all Head Start / EHS children were determined to have all immunizations possible.

Another health screening for preschool (Head Start) children is the determination of each child's healthy Body Mass Index (BMI) that will determine a child's healthy weight at or above the 5th percentile or below the 85th percentile for a children's age and sex. There were 18 underweight children (BMI less than 5th percentile); 31 overweight (BMI at or above the 85th percentile and below 95th percentile) and 40 obese children (BMI at or above 95th percentile). Nutritional counseling and regular follow-up was provided to 100% of the identified children per a Registered Dietician.

201 Head Start children received a dental exam by a professional; and, 168 received preventive care. Of those examined children, 25 needed dental treatment and 13 were treated. All participating EHS children were up-to-date on a schedule of age-appropriate preventive and primary oral health care and were identified as having continuous, accessible dental care provided by a dentist.

### *UCLA/Johnson & Johnson Health Care Institute*

Research from the late 1990's identified poor health literacy and consequently, poor attendance as obstacles to better health and school readiness. In response, HCI (Health Care Institute) was created as a research center to address these issues and address an evidence base for health literacy. In 2013, CDC submitted an application and was selected to be one of the first fifty Head Start agencies from the XII Regions across the country to participate in the national training program for Head Start families.

The original CDC Health Enhancement Plan was designed and implemented to train 100 families during the 2013-2014 school year. Each year following the initial launch of the program, CDC continues to provide training. In 2019-2020, CDC trained 23 families. The table indicates parents are using their Health Resource Book to care for their sick children and reducing the number of unnecessary doctor visits.

Symptom	Pre Test	Post Test
	% Take to the Doctor	% Take to the Doctor
Temperature	35%	4%
Earache	70%	9%
Cough	26%	4%
Vomiting	65%	13%

# Health

## *Disabilities and Mental Health*

A licensed family counselor is contracted by the Child Development Center as a mental health professional to assist Head Start/ Early Head Start (EHS) children and families. Children are observed and screened in the classrooms and parents complete a survey from home observations. If needed, referrals may be made for either the child or parent as mental health needs arise.

The mental health consultant either conferred or consulted with CDC staff on 25 Head Start children and 1 EHS child about a child's behavior / mental health, during 2019-2020 program year.

There were 23 Head Start children for whom the mental health professional consulted with the parent(s) or guardian(s) about their children's behavior/mental health. Of the 23, there were 13 parents or guardians that received three or more consultations.

In the EHS program, one child was referred for mental health services due to behavior or mental health concerns. The mental health professional provided consultations with staff and parents for this child. No Early Head Start children were referred for mental health services outside of the EHS program or who received an individualized mental health assessment.

Services for disabilities are a significant part of EHS comprehensive services. These services are delivered through the Early Childhood Intervention (ECI) for children that are ages birth-to-three years. At the third birthday, a child that continues to need services for a disability or special need is referred to the Titus County Shared Services Arrangement (TCSSA).

During the 2019-2020 program year, 19 EHS children were determined to be eligible by the Part C Agency (ECI) and received the full range of early intervention services under the Individuals with Disabilities Education Act (IDEA).

There were 53 Head Start children enrolled in the TCSSA programming with an Individualized Education Plan (IEP); determined to be eligible by TCSSA; and received special education and related services. The preschool disabilities primarily included speech or language impairments (53); however, other conditions that were identified and addressed were non-categorical early childhood (3), autism (2), orthopedic impairments (1), and health impairment (3).

All conditions were appropriately addressed by the TCSSA staff with specific diagnostics and therapies delivered on campus.





# Parent Involvement

• **Parents Are Teachers At Home:** family literacy activities that can be duplicated at home. Books are provided to all families who attend to support literacy in the home.

• **Nutrition Education:** seminars help families with healthy eating on a budget and includes these topics: Family Eating Habits, Menu Planning, Understanding the *My Plate* nutrition design, and Keeping Food SAFE.

• **Parenting Classes:** parents explore approaches for child safety, challenges of parenting, and nurturing personal strengths in their child.

• **Fatherhood Activities:** parenting and fun-filled programs for dads, grandfathers, and father figures. Activities include Father's Reading Every Day (FRED) and building crafts together.

• **Safe Riders Car Seat Program:** provides child restraints and related education to low-income families at no cost. Installations provided on request by certified technicians employed by the CDC.

• **Adult Education Classes:** provides parents with regular classes offered, including Health Enhancement Training, Sewing Classes, and Marriage Classes, along with the coordination of events inviting community partners to share information with parents.

• **Food4Kids Backpack Club:** approximately 226 CDC children are provided with food staples to families-in-need at no cost. A backpack is sent home each Friday to provide food for the weekend.

One of the greatest influences made by the Head Start/EHS program is the daily outreach to parents. They assist parents in:

- Acquiring knowledge of their community resources
- Gaining awareness of their child's growth and development
- Realizing that their child can be successful if they support their education



The staff encourages parents to become involved in the program through volunteering and attending a myriad of parent support activities such as parenting education, literacy, events and fatherhood activities. (See list.)

In the volunteer role, parents are able to benefit the classrooms and learn valuable educational activities to assist their children. During the 2019 –2020 school year, parents participated in over 1,553 volunteer hours with the top volunteer accruing 916 hours.

In our effort to reach parents, events are planned and coordinated utilizing data from the Parent Interest Surveys and Family Partnership Agreements. Once the information is gathered and analyzed, we design the activities to meet the family's needs. These activities are sent home each month on the Parent Involvement Calendar; posted on the CDC website; placed outside each classroom on the parent board, and MPISD website. Along with CDC-based activities, Pilgrim's Pride, a poultry processing plant, has become a part of the parent involvement outreach. This major employer in Mount Pleasant has become a partner in sharing information with parents and help with the recruitment for potential families. Parenting classes are also conducted once a month at Mt. Pleasant High School campus for teen parents.

Along with monthly parent and family activities, parents may choose to be part of Head Start governance by becoming part of the Policy Council. Parents can further their involvement in program planning and decision making by participating on the Health Services Advisory Committee, School Readiness Committee, or Parent Committee.

Some of the key partners that contribute to parent involvement activities are: East Texas Council on Alcoholism and Drug Abuse (ETCADA), SAFE-T (Domestic Violence), Northeast Texas Community College (educational opportunities), Northeast Texas Credit Union (money management classes), Trademark Mortgage and Century 21 Premier Group (home ownership).

# Parent Involvement



## FATHERHOOD F.R.E.D. 2019-2020 IMPACT

50%

Fathers stated the program prompted them to read to their children daily

86%

Fathers reported they have become involved in their child's education

43%

Fathers stated they have improved their relationship with their child

64%

Fathers reported an improvement in their child's vocabulary

57%

Fathers reported improved quality time spent with their child

## NUTRITION CLASS 2019-2020 IMPACT

86%

Family's meals are healthier

77%

Parents state they consider nutritional meal planning & budgeting when shopping

73%

Children are eating healthier snacks and meals



## HOME OWNERSHIP SEMINAR 2019-2020 IMPACT

92%

Parents felt more confident in their knowledge of how to build their credit

83%

Parents felt more familiar with the benefits of home ownership

83%

Parents felt educated with the process of selecting a home or property



## PARENTING CLASS 2019-2020 IMPACT

87%

Parents feel more confident with their parenting skills

71%

Parents felt they had the skills to calm their child and help them to make better choices

84%

Parents felt their child had healthier relationships with adults and peers



# Parent-family Community Engagement

The Parent Family Community Engagement Assessment is used to understand the functioning, family system, strengths and needs of the family. Tracking the family's progress is conducted throughout the school year during home visits and during parent conferences. When needs are identified, Family Services Specialists share important information to support family growth. **\*\*Data from August 2019- March 2020, as PFCE outreach was significantly impacted during COVID shutdown.**

FAMILY WELL-BEING	HS Preliminary	HS Mid-Year	HS End of Year	HS Outcome	EHS Preliminary	EHS Mid-Year	EHS End of Year	EHS Outcome
Housing	3.7	4	4.7	+4	3.4	3.5	3.5	+2
Safety	4.6	4.7	4.7	+2	4.5	4.6	4.5	+1
Health	4.1	4.4	4.9	+4	4.1	4.2	4.6	+2
Mental Health/Substance Abuse	3.9	4.3	4.8	+5	4.	4.1	4.3	+2
Transportation	4.3	4.5	4.8	+3	4.2	4.3	4.7	+2
Financial Security	3.6	3.9	4.6	+4	3.2	3.4	3.7	+3
Employment	3.7	4.	4.6	+4	3.1	3.4	3.6	+4
Food and Clothing	3.8	4.1	4.8	+4	3.6	3.8	4.	+3
<b>POSITIVE PARENT CHILD RELATIONSHIP</b>								
Nurturing Relationships	3.6	4.	4.7	+4	3.7	3.9	4.2	+3
Child Development/Parenting Skills	3.4	3.8	4.7	+5	3.8	4.	4.6	+3
<b>FAMILIES as LIFELONG EDUCATORS</b>								
Family Education at Home	3.3	3.8	4.6	+6	3.3	3.8	4.2	+7
School Readiness	3.3	3.8	4.7	+6	3.2	3.7	4.	+6
Promoting Primary Language	4.4	4.7	4.8	+4	4.7	4.8	4.9	+1
<b>FAMILIES AS LEARNERS</b>								
Education, Training and Life Goals	3.1	3.3	4.5	+3	3.1	3.2	3.4	+1
Volunteering	1.4	1.4	1.8	+0	1.3	1.3	1.5	+1
<b>FAMILY ENGAGEMENT IN TRANSITION</b>								
Transitions	3.2	3.8	4.7	+7	3.1	3.4	3.6	+4
<b>FAMILY CONNECTION TO PEERS AND COMMUNITY</b>								
Families and Communities	3.2	3.5	4.6	+4	3.2	3.4	3.6	+2
<b>FAMILIES as ADVOCATES and LEARNERS</b>								
Leadership and Advocacy	2.4	2.6	4.4	+3	2.	2.3	2.9	+4

1-Crisis

2-Vulnerable

3-Stable

4- Self-Sufficient

5-Thriving

# Family Partnership Agreements

Head Start Performance Standard 1302.52: requires Head Start staff to “engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths and necessary services and supports.

FPA's are initiated by the parent, and supported by the staff in partnership with the parent. Staff must provide opportunities for goals to be identified and implemented on an ongoing basis throughout the year. The FPA includes the goal, strategies, who's responsible and target date. Community Resources are shared and parent events are coordinated to support family goals.

**\*\*Data from August 2019– March 2020, as PFCE outreach was significantly impacted during COVID shutdown.**

The table represents family goals attainment. The “Started” indicate parents that have begun the process to reach their goal. The ¼, ½, and ¾ show how much they have accomplished in reaching their goal. The “Not Applicable” are goals without progress. The “Completed” column demonstrates that parents accomplished one or more goals set for the 2019-2020 school year.

Room#	Started	¼	½	¾	Completed	Not Applicable
21	9%	9%	18%	27%	36%	0%
115	6%	13%	31%	19%	31%	0%
116	6%	0%	0%	65%	29%	0%
118	7%	21%	36%	7%	21%	7%
119	6%	23%	6%	59%	6%	0%
120	0%	0%	33%	6%	61%	0
121	6%	0%	31%	38%	25%	0
123	0	25%	13%	31%	31%	0
124	0%	56%	25%	0%	13%	6%
125	0%	25%	25%	12%	38%	0
128	7%	0%	13%	7%	73%	0
129	7%	7%	7%	29%	50%	0
134	0%	21%	37%	5%	37%	4%
135	0%	0%	14%	64%	21%	0%
137	0%	20%	33%	13%	33%	0
144	5%	5%	35%	0%	40%	15%
22	13%	25%	25%	13%	25%	0
23	0%	0%	25%	0%	63%	13%
24	13%	25%	25%	13%	25%	0
25	38%	13%	13%	25%	13%	0%
26	0%	25%	38%	13%	25%	0
27	0%	13%	13%	13%	63%	0%
28	13%	0%	25%	38%	25%	0%
29	13%	25%	13%	50%	0%	0
30	0%	13%	13%	38%	25%	13%
31	0%	17%	33%	25%	25%	0
Total	5%	14%	22%	24%	33%	2%

# Community Partners

*Developing and preserving relationships with community agencies and organizations allows us to help our families. This step assists us in providing and referring families for services that they may need to sustain their family's well-being. In the 2019-2020 school year, CDC had forty-one formal agreements and multiple informal agreements with area service providers. Some of these partners are recognized below.*

**Agri-Life Extension** - nutrition classes.

**Ark-Tex Council Governments Transit District (TRAX)** - public transportation within the community.

**Century 21 Premier Group**—home ownership planning and training.

**Child Advocacy Center** - parenting classes & victim advocacy and support services.

**Charlotte Lorraine RD, LD** - nutrition counseling for families.

**Dentists** - dental services to children with Medicaid, CHIP, private insurance.

**Early Childhood Intervention** - services- for at-risk children ages Birth-3, screening & assessment.

**East Texas Council on Alcoholism & Drug Abuse** - parent training and literature.

**Expectant Heart Pregnancy Center**—Resources and classes for pregnant moms and parents of infant, toddler or preschoolers.

**Joanne Christian, LPC**- classroom observations, family counseling, child therapy, mental health assessment, and staff training.

**Little Rascals** - child care for volunteers.

**Mt Pleasant Public Library**-promoting literacy with books and resources.

**Northeast Texas Community College**- recruitment, academic counseling & enrollment of parents into college.

**Northeast Texas Community College Adult Education** - GED, ESL, and adult basic education.

**Northeast Texas Community College Nursing Department** - health screenings.

**Northeast Texas Credit Union**—financial literacy classes for parents.

**Pediatric Clinic**- Physicals, medical treatment, referrals for parent education.

**Pilgrim's Pride** - hosts literacy events for parents employed at the plant.

**Safe Riders** - training and car safety seats for families that qualify.

**Safe-T** - services to women and children that are victims of domestic violence.

**Texas Department of Health** - immunizations, family education, birth records, and parent education.

**Texas Department of Human Services** - Temporary Assistance to Needy Families, food stamps, and Medicaid.

**Texas Department of Protective and Regulatory Services** - crisis intervention for child abuse; parent and staff training; counseling and parenting classes.

**Titus County Cares** - Food Pantry, Back Pack Program, Empty Stocking, clothing, and Coats for Kids.

**Titus County Shared Services** — services for children with disabilities, ages 3-18.

**Trademark Mortgage**—finance education and home ownership.

**WIC**—nutrition support & classes for parents.

**Many of CDC employees give back to the community each year and are active in nonprofit organizations including:**

- **Adult Education Council**
- **American Heart Association**
- **American Cancer Society**
- **Community Theater**
- **Habitat for Humanity**
- **Local Churches, including mission experiences**
- **Mt Pleasant Dixie Baseball League**
- **Pilgrim Pride Chaplin**
- **Salvation Army**
- **Safe-T Board**
- **Titus County Cares**
- **Titus County Soccer Association**
- **Titus County Softball Association**



*Learn and Live*

# School Readiness

The CLASS Observation tool is a way to gather data to measure the quality of support and interactions within a classroom setting. This research-based tool was designed for early childhood classrooms to help focus on effective teaching and help teachers recognize and understand the power of their interactions with students. CLASS is set up on a 7 point rating system.

## CLASS

Due to the COVID-19 school closure, we were unable to conduct CLASS observations at the end of the year. The results reported are the scores from the beginning of the year data collection period.

In the Emotional Support domain, classrooms demonstrated an average score of 5.9 campus wide. The score is .15 below the national average score. The Instructional Support domain shows lowest score campus wide, however it is .59 above the national average. The scores for our MPISD Head Start classrooms are shown below.

	Office of Head Start Monitoring	MPISD Head Start
Emotional Support	6.05	5.9
Classroom Organization	5.79	5.4
Instructional Support	2.91	3.5

Using the baseline data collected for 2019-2020, we will focus on all areas of the CLASS observation domains for the upcoming school year. The CDC will:

- Provide professional development in all domains, gathering teacher input, and using data collected to determine prioritization of areas of training.
- Provide planned visits for teachers to observe other teachers, with a focus on identifying CLASS indicators in action.
- Provide coaching for teachers in the areas of high quality questions, linking concepts across activities, engaging in feedback loops, as well as scaffolding to support learning.
- Setting professionals goals with teachers that target individualized CLASS scores.

## LAP & CLI engage

### *Four Year Old Children*

Four-year-old classroom data was composed of four classrooms of English language instruction, four classrooms of dual language instruction for a total of eight classrooms. Four-year-old students showed the greatest amount of preparedness in Social Emotional Development with 81% of students being school ready. The area of Language and Phonological Awareness reflected the lowest amount of preparedness with 37% of children being school ready.

### *Three Year Old Children*

Three-year-old classroom composition included four classrooms of dual Language and four classrooms of English Language instruction for a total of eight classrooms. Three-year-old student assessed at the middle of the year, scored highest in the areas of Self Help with 78% and the area of Social Emotional close behind with 76% of students showing to be school ready. The area of phonological awareness shows the lowest level of mastery for three-year-old students with 28% of student showing to be school ready.

# School Readiness

*continued...*

## E-LAP & CLI engage

### *Early Head Start Children*

The following summary includes assessment results for 10 Early Head Start classrooms. Early Head Start students were assessed in the following developmental domains: gross motor, fine motor, cognitive, language, self-help and social emotional. Data shows that students EHS students showed the greatest amounts of preparedness in Gross Motor (Perceptual Motor & Physical Development) with 51%. Student showed the least amount of preparedness in the areas of Language (28%), Cognition (28%), and Fine Motor (29%).

## *The Impact of COVID-19 on School Readiness*

In March, when the MPISD Schools closed due to COVID-19, we had only completed our mid-year data collection and assessments. Therefore, the child outcomes data representing the 2019-2020 program year, is only reflective of the August– January time period.

The following are changes and supports implemented to address this impact:

- For students transitioning to Kindergarten, a packet of materials and activities were distributed with the goal of supporting this transition. The packets included: kinder expectations, some changes to expect in their daily routines, a list of skills children are expected to have as a student entering Kinder, and a flyer to help parents register their students online for Kindergarten.
- For our students that who were transitioning to a four-year-old classroom, we created a transition packet with materials and activities that would support them as a student entering a four-year-old classroom.
- For our EHS students who were transitioning to a three-year-old classroom, we created a transition packet with materials that would support them as a student entering a three-year-old classroom.

Additional plans to support our children and families following the COVID-19 school closure:

- During in-service training, we will provide teachers with training on how to bridge the gap during this time of crisis.
- Teachers will be reminded of the use of DAP and to meet children where they are regardless if they are new or returning.
- Teacher will be given tools and information to support parents and students about separation anxiety.
- Teachers of returning students will receive a copy of the most current test results of their students from the previous year.
- An even greater focus will be placed on the School Family and connection piece of Conscious Discipline.

# School Readiness

The following scores depict the percentage of children who scored on or above their chronological age on the Learning Accomplishments Profile (LAP), or have a score of Satisfactory Understanding on the mCLASS® Assessment. A score at this level indicates that a child has acquired skills in that area to prepare them to be ready to be successful in Kindergarten and beyond.

## 2019-2020 School Readiness Outcomes (\*August—January 2020)

	Social & Emotional Development	Language Development	Approaches to Learning	Cognitive & General Knowledge	Physical Development & Health		Literacy Knowledge & Skills	
					LAP Gross Motor	LAP Fine Motor	CLI -LK	CLI -PA
Head Start 3's	LAP Pers/Social	LAP Language	LAP Self Help	LAP Cognitive	LAP Gross Motor	LAP Fine Motor	CLI -LK	CLI -PA
1 Way Dual	86%	29%	64%	50%	43%	64%	29%	36%
1 Way Dual	93%	67%	100%	67%	80%	80%	47%	0
1 Way Dual	71%	43%	86%	50%	79%	93%	29%	21%
1 Way Dual	93%	93%	87%	93%	87%	93%	87%	27%
ESL	81%	38%	94%	50%	94%	88%	31%	38%
ESL	75%	50%	67%	25%	67%	17%	50%	25%
ESL	81%	19%	69%	44%	31%	38%	47%	33%
ESL	27%	27%	53%	40%	47%	27%	27%	40%
Head Start 4's								
1 Way Dual	50%	19%	38%	50%	81%	50%	81%	19%
1 Way Dual	87%	33%	40%	27%	47%	80%	38%	29%
1 Way Dual	94%	53%	82%	41%	94%	76%	65%	35%
1 Way Dual	59%	24%	47%	41%	47%	82%	53%	59%
ESL	94%	47%	100%	47%	94%	65%	53%	47%
ESL	100%	45%	90%	90%	95%	85%	75%	75%
ESL	89%	39%	50%	39%	83%	56%	58%	5%
ESL	73%	33%	20%	27%	33%	27%	47%	29%

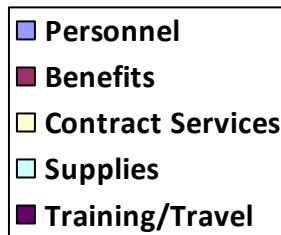
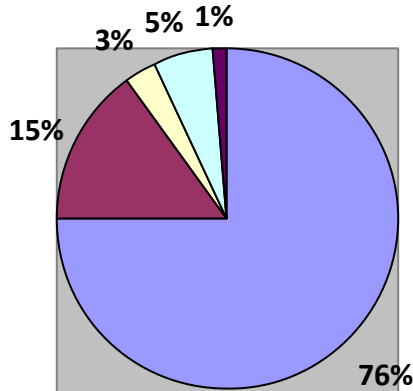
	Social & Emotional Development	Language Development	Approaches to Learning	Cognitive & General Knowledge	Physical Development & Health		Literacy Knowledge & Skills	
					LAP Gross Motor	LAP Fine Motor	CLI-LK	CLIP_PA
	LAP Pers/Social	LAP Language	LAP Self Help	LAP Cognitive	LAP Gross Motor	LAP Fine Motor	CLI-LK	CLIP_PA
HS 3's	76%	46%	78%	52%	63%	63%	43%	28%
HS 4's	81%	37%	58%	45%	72%	65%	59%	37%
Dual Program	79%	45%	68%	52%	70%	77%	54%	28%
Non-ELL	78%	37%	68%	45%	68%	50%	49%	37%
Program Average	78%	41%	68%	49%	69%	64%	51%	32%



# financial Integrity

The Head Start program is federally funded through the Department of Health and Human Services (HHS), Administration for Children and Families (ACF), and Office of Head Start (OHS). The tables presented outline the funds received and expended by Mount Pleasant Independent School District (MPISD) to operate the local Head Start/Early Head Start program.

## Actual Expenditures 2019-2020

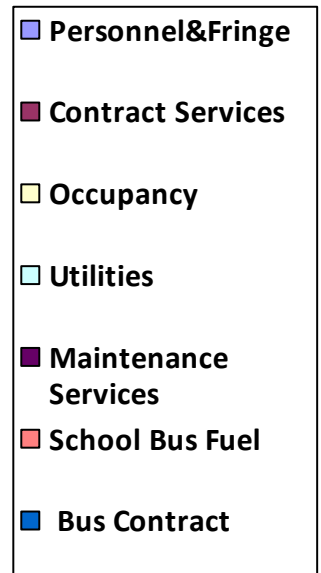
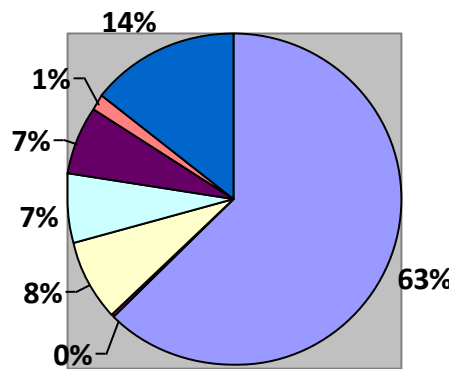


Categories	Funds
Personnel	2,156,224.05
Benefits	444,772.74
Contract Services	91,216.69
Supplies	155,335.96
Training/Travel	43,157.56
<b>Total</b>	<b>2,890,707.00</b>

**ACTUAL EXPENSES.** The Office of Head Start allocated federal funds to provide comprehensive early childhood development and family support services to the MPISD program to serve HS/EHS children from birth, to five years old. The chart above indicates the distribution of dollars across funding categories for the actual expenditures from the 2018-2019 budget year.

## Non-Federal Share 2019-2020

Categories	Funds
Personnel/Benefits	555,002.70
Contract Services	1,695.00
Occupancy	69,620.32
Utilities	60,581.71
Maintenance Services	61,556.11
School Bus Fuel	12,386.96
MPISD Bus Contract	127,093.41
<b>Total</b>	<b>887,936.20</b>



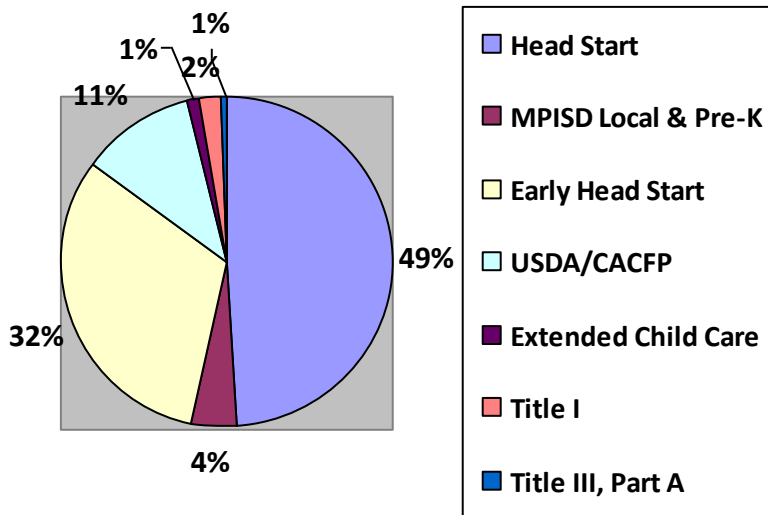
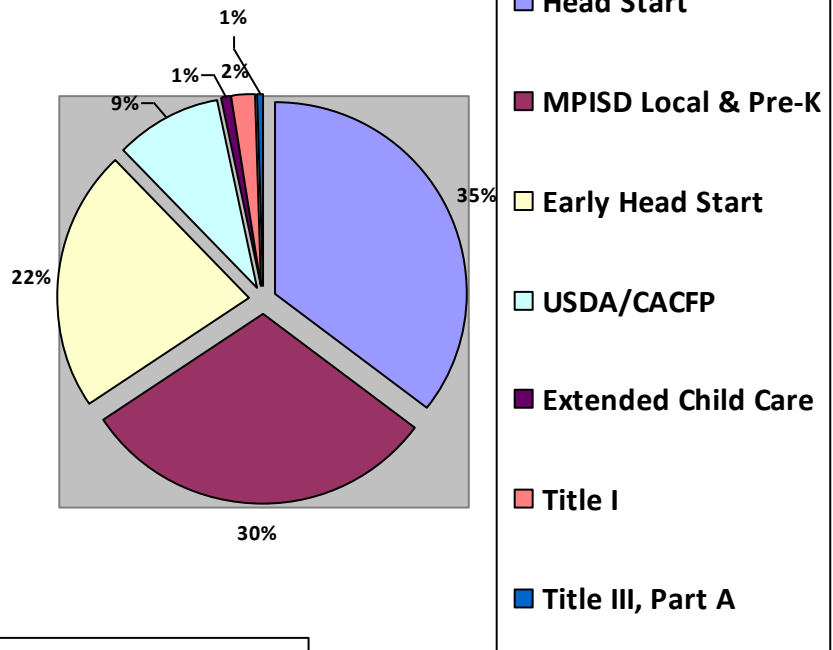
**NON-FEDERAL SHARE.** The Office of Head Start allocates 80% of the total cost needed to provide comprehensive services for the HS/EHS children and families served in Titus County. The local program is responsible for generating the remaining 20% through donations of cash, supplies, services, and equipment. To meet this requirement, the MPISD program was responsible for generating \$722,677 in non-Federal share for the 2019-2020 program year. The majority of the HS/EHS non-Federal share was generated through personnel cost, occupancy, transportation expenses, and contributed services.

# financial Integrity

## Total Public & Private Funds 2019-2020

Categories	Funds
Head Start	1,774,892
MPISD Local & Pre-K	1,518,075
Early Head Start	1,115,815
USDA/CACFP	447,598
Extended Child Care	41,025
Title I	98,165
Title III, Part A	29,835
<b>Total</b>	<b>5,025,505</b>

**PUBLIC & PRIVATE FUNDS.** The HS/EHS program participates in U.S. Department of Agriculture (USDA) child nutrition programs, including the Child Adult Care Food Program (CACFP) and the National School Lunch program (NSLP). Other local funds which assisted in the success of the CDC are the MPISD local Pre-K, Titles I, II, & III, and Extended Child Care services.



## Proposed CDC Program Revenue 2020-2021

Categories	Funds
Head Start	1,934,403
MPISD Local & Pre-K	1,767,880
Early Head Start	1,250,601
USDA/CACFP	441,813
Extended Child Care	41,025
Title I	91,860
Title III, Part A	23,360
<b>Total</b>	<b>5,550,942</b>

**PROPOSED CDC PROGRAM REVENUE.** The chart above is the proposed federal and local program coordinated revenues for the 2018-2019 year. The line items are justified in the 2018-19 Refunding Application and the MPISD Budget where program costs have been considered and approved by the MPISD Board of Trustees.

# Reviews and Audits

## Reviews under the new Head Start Program Performance Standards



Historically, the Mount Pleasant Independent School District (MPISD) Head Start program has participated in over ten on-site federal reviews. Reviews received included multiple regularly scheduled, triennial reviews, and four of the five year cycle grant reviews. Each review was conducted for the purpose of ensuring that the local program was in compliance with the Head Start Act, the Program Performance Standards and other applicable regulations. Regional Head Start Specialists have also provided annual on-site visits to the programs to ensure consistency of services to children and families.

As a result of the new Head Start Program Performance Standards, the OHS approach to monitoring was revised, significantly modifying the review schedule, releasing the Aligned Monitoring System (AMS) 2.0. From October 28—November 1, 2019, the MPISD HS/EHS Program participated in a Focus Area One (FA1) Review as part of the new AMS 2.0. The areas of Program Design and Management, Designing Quality Education and Child Development Program Services, Health Program Services, Family and Community Engagement Services, and Developing Effective Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) strategies and Fiscal Infrastructure were all reviewed during this time.

The FA1 Review found all systems in full compliance, and identified many highlights of high quality services provided for our children and families. The second type of review under the AMS2.0, will be a FA2 Review, and should be announced to occur during the 2020-2021 school year.

## Annual Audit

The Grantee of the local Head Start program is Mount Pleasant Independent School District (MPISD). The Grantee and the Board of Trustees are responsible for the “management and compliance with the requirements of laws, regulations, contracts, and grant applications to each of the major federal programs in its responsibility. Part of that responsibility includes an annual financial audit to ensure that funds are budgeted, expended, and safeguarded by legal guidelines, while the Head Start program meets the needs of eligible families in Titus County.

The most recent financial audit was conducted by Arnold, Walker, Arnold, & Co., P.C. and reported in October 2019 and an Independent Auditor’s Report was accepted and approved by the MPISD Board of Trustees.

The Grantee and the Head Start program were noted to be in full compliance in all material respects with the requirements that would have direct and material effect on each major federal program, including Head Start/Early Head Start.

# Quality Practices

Since the inception of the MPISD early childhood program, hard work and achievement have been the foundation for success. Aggressive goal setting, competing for discretionary grant funds, and determined people have also contributed to the many achievements. Some of the outstanding achievements are below.



- Development of a birth-to-five program for Titus County.
- Exception-free annual audits for life of the Head Start/EHS grant.
- Promotion of the Head Start/EHS program through acquisition of Quality, One-Time, Expansion, and Training/Technical Assistance awards.
- Construction of the Child Development Center campus and grounds through multiple funding sources.
- Implementation of two Texas Family Literacy projects.
- Acquisition and implementation of two Department of Education *Early Reading First* projects, spanning over 8 years.
- *Pre-Kindergarten Early Start* grant project (PKES) Tier II.
- *Texas Early Education Model Rural Initiative (TEEM)*—Lead Agency and participant; currently, the *Texas School Readiness (TSR!)* project.
- *Texas School Ready!* certified Center.
- Development of 39 working partnerships with local community agencies.
- Active participant in the *Food4Kids Backpack Club*.
- Active member and recipient of *Titus County Cares* resources.
- Grantee for the Books for Ownership program through *Reading is Fundamental (RIF)* for 13 years. Other book programs are: *Books by the Bushel* and *First Book*.
- Recipient of Texas High-Quality Pre K grant.
- Implementation of *Conscious Discipline* with great success.
- Implementation of Gomez & Gomez Dual Language Program.

"The Policy Council helped me become more involved in my child's life and education. My daughter learned so much in school at the Child Development Center, and I learned so much from being on the Policy Council, too. It helped me understand all that goes on at the CDC. I am so thankful that I was able to be part of the Policy Council."



Sandra Dominguez  
President, Policy Council

# Our Thanks

To the 2019-20 Policy Council  
for Commitment and Service to the Program



Sandy Bible  
Board Liaison

Carol Vandiver  
Community Representative

Maryian Evans (HS)  
Parent Member

Sandra Dominguez (HS)  
Parent Member, Chairperson

Helen Thompson  
Community Representative

Elizabeth Moreno (HS)  
Parent Member

Jessica Askew (EHS)  
Parent Member, Vice Chair

Jessica Marlow  
Community Representative

Jessica Navarro (HS)  
Parent Member

Pricilla Zuniga (HS)  
Parent Member, Secretary

Jignashaben Desai (HS)  
Parent Member

Maria Contreras (EHS)  
Parent Member

Sarai Cervantes (EHS)  
Parent Member

Erika Gonzalez (HS)  
Parent Member