



CALL TO ASSEMBLY

Please rise.

- **Pledge of Allegiance (US)**

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

- **Pledge of Allegiance (Texas)**

Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible.

- **Community Action Promise**

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

- **Our Mission**

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

- **Our Community Services Vision**

To be the leading organization in our region which empowers families to be self-reliant, educated, and healthy

- **Our Head Start Vision**

To provide a system of education and encouragement which results in school-readiness for young children and their families

- **Invocation**

Board Meeting

Tuesday, July 28, 2026 @ 12:00 Noon

Head Start Management Building

124 N. Main Street, Linden, Texas 75563

Doug Reeder, Board Chairperson

Michelle Morehead, B.S., CCAP, NCRT, NCRI, Chief Executive Officer

If you need assistance with physical accessibility to the meeting, please call 430-218-8277

1. Call Meeting to Order

2. Establishment of a Quorum

3. Approval of Agenda 7/28/2026*

4. Approval of Minutes 6/23/2026*

5. Chairperson's Comments and Recognitions

6. Training

7. Committee Reports and Information

- A. Planning & Evaluation
- B. Personnel
- C. Finance
- D. Executive
- E. Nominating
- F. By Laws

The Chair may make changes to committee rosters and/or develop new committees.

****Committees, other than Executive Committee, get named by the Board Chairperson**

8. Action Items

A. Seat new board member(s), if any* - No new members at this time.

B. Approve Consent Agenda*

- 1) Head Start/EHS Reports Misty Van Hooser
- 2) Family Empowerment Report Clay Hunter
- 3) Human Resource Report Elizabeth Reynolds
- 4) Service & HS Transportation Reports.....Robert Norton
- 5) Information Technology Report.....David Buford
- 6) Financial Reports.....Jess Ervin

C. Discuss/Approve Head Start Program Operating Manuals

- 1. Mental Health- Disabilities Operating Manual
- 2. ERSEA Policies and Procedures
- 3. CSNT- Additional Services for Disability

D. Discuss/Approve Head Start Emergency Preparedness Plan 2026

E. Discuss/Approve 2025-2026 Head Start PIR Program Report

1. Head Start
2. Early Head Start

F. Discuss/Approve Customer Satisfaction Data

G. Discuss/Approve Mission Statement

H. Discuss/Approve CAP Update

I. Discuss/Approve Strategic Plan Update

J. Discuss/Approve Organization Wide Budget

K. Discuss/Approve Annual Report

L. Discuss/Approve Bylaws Revision (HOP)

9. Staff/Committee Reports

Executive Committee met at 11am on 7/28/2026. Report to follow in Executive Session.

10. Chief Executive Officer's Report – Agency Impact Report

11. Discussion Items

No discussion items

12. Audience Comments

13. Executive Session

Reminder: According to Robert's Rules of Order, the minutes from Executive Session are reviewed and approved exclusively by those members who were present at the session. While there's an option to share the minutes with all members, the confidentiality of the discussions must be preserved.

The board will enter executive session pursuant to Section 551.001(1)(2)(3)(J), and Section 551.074(1)(2) of the government codes.

A. Consultation between the board and its attorney in those instances in which the board seeks the Attorney's advice with respect to pending or contemplated litigation, settlement offers, and other matters where the duty of the attorney to his client requires confidentiality

B. Discussion with respect to the purchase, exchange, lease, or value of real property, negotiated contracts, and prospective gifts or donations to the organization, when such discussion, if made public, would have a detrimental effect on the negotiating position of the organization.

C. Discussion with respect to matters involving the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of an officer or employee or to hear complaints or charges against such officer or employee, unless such officer or employee requests a public session.

D. Discussion with respect to any matter specifically made confidential by law or regulation. Any other exception available by state law

CEO Performance Appraisal

CEO Compensation

14. Required Action from Executive Session

15. Adjourn Board Meeting

* Requires Board Vote

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Community Services of Northeast Texas, Inc.
Board Meeting MINUTES
June 23, 2026
Head Start Management Building
124 N. Main, Linden, TX 75563

Board Members

John Baxter, Treasurer- Present
Representing Texana Bank, Private Sector

Casey Purifoy- Absent
Representing Bowie County, Poverty Sector

Ross Hyde- Present
Representing Titus County, Private Sector

Karen Jones- Present
Marion County TAX A/C

Lindsey Hergert-Present
Representing Cass County Judge Travis Ransom, Public Sector

Keri Winters, Secretary- Present
Private Sector

Harmony Roberson, Parliamentarian- Present
Representing Cass County, Poverty Sector

Judge Doug Reeder, Chairperson- Absent
Morris County Judge, Public Sector

Teresa Thompson- Absent
Private Sector

CALL TO ORDER

Ross Hyde, Board Vice Chairperson called the meeting to order at 12:11 p.m.

Quorum: established 6 of 9, members present.

AGENDA

Motion: Lindsey Hergert, Member moved to accept the 3/24/2026 agenda with noted changes of deleting item 8H and 9A.

Second: Harmony Roberson- Parliamentarian

All in favor voted aye, none opposed, the motion carried unanimously.

MINUTES

3/24/2026 Board Meeting Minutes

Motion: John Baxter, Treasurer moved to accept the minutes as presented.

Second: Lindsey Hergert, Member

All in favor voted aye, none opposed, the motion carried unanimously.

CHAIRMAN'S COMMENTS AND RECOGNITIONS

No comments

TRAINING/PRESENTATION

COMMITTEE REPORTS- No committee reports at this time.

- A. Planning & Evaluation
- B. Personnel
- C. Finance
- D. Executive
- E. Nominating
- F. By Laws

The Chair may make changes to committee rosters and/or develop new committees.

****Committees, other than Executive Committee, get named by the Board Chairperson**

ACTIONS ITEMS

- A. Seat new board member(s), if any*- No new members at this time.

B. Approve Consent Agenda*

- a) Head Start/EHS & PIR Reports.....Misty Van Hooser
- b) Family Empowerment Reports.....Clay Hunter
- c) Human Resources Reports.....Elizabeth Reynolds
- d) Service & HS Transportation Reports.....Robert Norton
- e) Information Technology Reports.....David Buford
- f) Financial Reports.....Jess Ervin
- g) Head Start Program Goals Progress.....Berny Harris

Motion: Harmony Roberson- Parliamentarian

Second: John Baxter, Treasurer

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the consent agenda and no items were requested to be removed.

All in favor voted aye, none opposed, the motion carried unanimously.

C. Discuss/Approve Board Resolution-New Account for Unrestricted Funds

- a. Michelle Morehead continued the discussion from March of changes to the bank accounts for unrestricted funds. She requested approval for a new bank account dedicated to unrestricted funds.

Motion: Karen Jones- Member

Second: Harmony Roberson- Parliamentarian

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the board resolution.

All in favor voted aye, none opposed, the motion carried unanimously.

D. Discuss/Approve Continued use of de minimus indirect cost rate

- a) Berny Harris discussed the continued use of the de minimus indirect cost rate. It is set at 15% and must be held before the Board for approval annually.

Motion: Keri Winters, Secretary

Second: Lindsey Hergert, Member

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the on the use of the 15% de minimus indirect cost rate.

All in favor voted aye, none opposed, the motion carried unanimously.

E. Discuss/Approve Cost Allocation Plan

- a) Berny Harris discussed the continued use of the Cost Allocation Plan. This item must be held before the Board for approval yearly for the Grant.

Motion: John Baxter, Treasurer

Second: Keri Winters, Secretary

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the cost allocation plan.

All in favor voted aye, none opposed, the motion carried unanimously.

F. Discuss/Approve Community Needs Assessment

- a) Berny Harris discussed the findings of the Community Needs Assessment. This assessment is completed every 3 years to be sure as an agency, we are focusing on the most important areas of need for our families. There were slight changes from the previous results, but that is the same across Northeast Texas.

Motion: Lindsey Hergert, Member

Second: Karen Jones- Member

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the Community Needs Assessment.

All in favor voted aye, none opposed, the motion carried unanimously.

G. Discuss/Approve PY03 Grant Application Justification with COLA

- a) Berny Harris discussed the grant application justification with the COLA funds. The COLA amount would be around the amount of 0.635%, \$30,000.

Motion: Harmony Roberson- Parliamentarian

Second: John Baxter, Treasurer

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the PY03 Grant Application Justification with COLA.

All in favor voted aye, none opposed, the motion carried unanimously.

~~**H. Discuss/Approve PY03 Grant Application Justification without COLA**~~

I. Discuss/Approve PY03 Transportation Waiver

- a) Berny Harris discussed how our partnership with each school district is slightly different due to the requirements of the State for transportation. Therefore, our Head Start asks for a waiver to meet the requirements and to ensure our Head Start children have transportation.

Motion: Keri Winters, Secretary

Second: Karen Jones- Member

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the PY03 Transportation Waiver.

All in favor voted aye, none opposed, the motion carried unanimously.

J. Discuss/Approve CACFP Contract Continuation

- a) Susan Horner discussed the contracts for the CACFP program. It was asked for the approval of the continuation of the CACFP contract for the Hughes Springs and Pittsburg Campuses.

Motion: Harmony Roberson- Parliamentarian

Second: John Baxter, Treasurer

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the CACFP Contract Continuation.

All in favor voted aye, none opposed, the motion carried unanimously.

K. Discuss/Approve 2026 Head Start Self-Assessment

- a) Berny Harris discussed the results of the 2026 Head Start Self-Assessment.

Motion: Karen Jones- Member

Second: Lindsey Hergert, Member

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the 2026 Head Start Self-Assessment.

All in favor voted aye, none opposed, the motion carried unanimously.

L. Discuss/Approve 2026-2027 Head Start Calendars

- a) Berny Harris discussed the 2026-2027 Head Start Calendar. These calendars are for each ISD campus in our partnership and a copy of each calendar was provided in the agenda packet. If there are changes to these calendars in the future, the item will be discussed as a Discussion Item.

Motion: Keri Winters, Secretary

Second: Harmony Roberson- Parliamentarian

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the 2026-2027 Head Start Calendars.

All in favor voted aye, none opposed, the motion carried unanimously.

M. Discuss/Approve 2026-2027 Menus

- a) Susan Horner discussed the process of menu item selection. Parents give suggestions, the information is then sent for approved by the contracted Register Dietitian.

Motion: Lindsey Hergert, Member

Second: John Baxter, Treasurer

All items reviewed and when asked, the Board stipulated that no further discussion was needed on the 2026-2027 Menu.

All in favor voted aye, none opposed, the motion carried unanimously.

STAFF/COMMITTEE REPORTS

~~A. Finance Committee Report~~

CHIEF EXECUTIVE OFFICER'S REPORT

Michelle Morehead presented the Agency Impact Report.

DISCUSSION ITEMS

- A. TDHCA CSBG Discretionary- Reentry Program Monitoring Report
Michelle Morehead discussed the results of the CSBG Discretionary- Reentry Program Monitoring Report.
- B. TDHCA TBRA Program Monitoring Report
Michelle Morehead discussed the results of the TBRA Program Monitoring Report.
- C. Head Start FA1 Monitoring Report
Berny Harris discussed the results of the Head Start FA1 Monitoring Report.
- D. Justification for 0.635% COLA
Berny Harris discussed the justification for the 0.635% COLA.

AUDIENCE COMMENTS

None

EXECUTIVE SESSION- No Executive Session

Reminder: According to Robert's Rules of Order, the minutes from the Executive Session are reviewed and approved exclusively by those members who were present at the session. While there's an option to share the minutes with all members, the confidentiality of the discussions must be preserved.

The board will enter executive session pursuant to Section 551.001(1)(2)(3)(J), and Section 551.074(1)(2) of the government codes.

A. Consultation between the board audits attorney in those instances in which the board seeks the Attorney's advice with respect to pending or contemplated litigation, settlement offers, and other matters where the duty of the attorney to his client requires confidentiality.

B. Discussion with respect to the purchase, exchange, lease, or value of real property, negotiated contracts, and prospective gifts or donations effect on the negotiating position of the organization.

C. Discussion with respect to matters involving the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of an officer or employee or to hear complaints or changes against such officer or employee, unless such officer or employee requests a public session.

D. Discussion with respect to any matter specifically made confidential by law or regulation. Any other exception available by state law.

REQUIRED ACTION FROM EXECUTIVE SESSION

ADJOURN BOAD MEETING

Motion: Karen Jones- Member motioned to adjourn at 12:39 p.m.

Second: John Baxter, Treasurer

Hearing no decent, adjournment passed.

Approved by: _____, on _____, 2026
(Board Secretary) (Date)

HEAD START

Program Director Report

July 2026



Return to School

We are excited about the 1st Day of Head Start:

Atlanta - August 11

Bloomburg - August 10

Daingerfield - August 12

Hughes Springs - August 13

Pittsburg - August 12

Texarkana - August 12

What's New This Month?

The Management Team has been busy preparing for our annual Pre-Service training located at Region 8 on July 27 and 29. All staff will return on July 27th.

New Hires

Help us welcome.....

Sheronda Payton - Atlanta Teacher

La'Kimya Pinson - Atlanta Teacher

Open Position -

Daingerfield Teacher



Updates

HSMB has been working to update all Policies and Procedures and Manuals. I have been completing the Area of Non-Complainace Corective Action Plan and have a followup review on July 28th.



CSNT Quality Assurance Specialist Report Head Start Preschool PY02/FY26

June Report/May Data

How Are We Doing?



HEAD START Preschool Attendance - July 2026

- ✓ **0** Actual Enrollment (**Under/Over 0** Student(s)) – Funded **465**
- ✓ **10.6%** Disability Students – **10%** Target
- ✓ **NA%** Average Daily Attendance (NA)



HEAD START Preschool NFS/ICP/Admin Expenses Rate

- ✓ **\$1,155,180** NFS Collected – **\$1,133,347** NFS Needed
- ✓ **\$181.082** Indirect Costs Collected
- ✓ **0%** Admin Expense Rate



HEAD START Preschool CACFP Meals/Reimbursements

- ✓ **\$6,273** Reimbursed This Month - **\$76,216** Reimbursed This Contract Year
- ✓ **15** days of Service – **2,109** Meals Served

- ↑ Look up in trust
- ← Look back in gratitude
- Look forward in hope



HEAD START Preschool Quality Assurance

- ✓ **107** Files Reviewed/**16** Classrooms Observed
- ✓ **60** Incomes Verified/**0** Interviews/**20** Community Contacts
- ✓ **Self-Assessment** – **3** Findings/**2** Corrections/**1** Remaining
- ✓ **Annual Detailed Monitoring** – **47** Findings/**47** Corrections/**0** Remaining

ANNOUNCEMENTS:

Preparing for 2026-2027 School Year
Completing PY03 Grant Application

CSNT Quality Assurance Specialist Report Early Head Start PY02/FY26

July Report/June Data

How Are We Doing?



EARLY HEAD START Attendance - June 2026

- ✓ **16** Actual Enrollment (**Under**/Over **0** Student(s)) – Funded **16**
- ✓ **12.5%** Disability Students – **10%** Target
- ✓ **37%** Average Daily Attendance (*Custodial Summer Parents*)



EARLY HEAD START NFS/ICP/Admin Expenses Rate

- ✓ **\$12,601** NFS Collected – **\$67,317** NFS Needed
- ✓ **\$9,698** Indirect Costs Collected
- ✓ **0%** Admin Expense Rate



EARLY HEAD START CACFP Meals/Reimbursements

- ✓ **\$1,882** Reimbursed This Month - **\$14,349** Reimbursed This Contract Year
- ✓ **20** days of Service – **642** Meals Served

- ↑ Look up in trust
- ← Look back in gratitude
- Look forward in hope



EARLY HEAD START Quality Assurance

- ✓ **7** Files Reviewed/**2** Classrooms Observed
- ✓ **6** Incomes Verified/**0** Interviews/**0** Community Contacts
- ✓ **Self-Assessment** – **3** Findings/**2** Corrections/**1** Remaining
- ✓ **Annual Detailed Monitoring** – **47** Findings/**47** Corrections/**0** Remaining

ANNOUNCEMENTS:

Preparing for 2026-2027 School Year
Completing PY03 Grant Application

July Program Reports

CEAP Report

This summer, the CEAP program has already processed more than **431 applications** and distributed over **\$1 million in assistance** to eligible households. As the summer heat increases and utility costs continue to climb, we expect application numbers to increase significantly. CEAP is well-prepared and committed to helping families access the support they need during these challenging months.

Prepared by **Amy Perales**

CSBG Report

This month, we assisted an 89-year-old client who was three months past due to her lot rent and had received an eviction notice giving her only three days before she would have to move. The client is on a fixed income, and recent increases in electric and gas costs caused her to fall behind. We were able to bring her lot rent current, preventing eviction and allowing her to remain safely housed. We also provided her with a Utility Assistance application to help address her ongoing utility needs.

During a TOPS client meeting, we identified a client who needed assistance with gas to continue traveling to college and clinicals. Transportation costs have become a significant barrier due to the distance required for school and clinical training. We were able to assist the client by providing a Brookshire's gift card for gas. The client shared that without this assistance, they may have failed or had to drop the class due to lack of transportation.

We also held our Community Needs Assessment Meeting, with approximately 40 attendees, including community members, local businesses, and nonprofit organizations. The purpose of the meeting was to discuss needs in our area, review the needs we have identified, and begin planning ways to address them. Attendees shared lunch, networked, and connected with new organizations and community partners.

Prepared by **Kari Furnish**

TBRA Report

Several participants have successfully completed their TBRA contracts, and one new client became fully active this month. I have been training a new employee who will be assisting with the HOME Program. We are also preparing and organizing for the upcoming housing programs and look forward to expanding our services in the months ahead.

Prepared by **Lauren Tefteller**



Employee Count Updates

Please note report information is as of 6/30/2026:

	Total			
	Employees	Full Time	Part Time	Sub/Temp
Head Start	61	59		2
Early Head Start	6	6		
CSBG/CEAP/TBA	11	10		1
ICP	5	4	1	
Totals	83	79	1	3

June Hires: 3

June Terminations: 0

HRO Updates

- Continued recruitment and onboarding
- ADP Rollout in progress
- 401k Vendor Change Notifications



Service Department

Dates of upcoming Service Work:

7/20/26 - 7/24 Pittsburg /Hughes Springs light fixtures install

7/20/26 Ramp at Pittsburg finished

7/20/26-7/24/26 Finish summer list Pittsburg and Hughes Springs

7/27/26 Vehicle inspections HSMB

I.T. REPORT (MAY 2026)

DAVID BUFORD

I.T. COORDINATOR

Summary of Work Completed

The following IT improvements and maintenance tasks were completed to improve network performance, reliability, and system security:

- **Pittsburgh Head Start:** The network was rewired to improve internet connectivity and overall network performance.
- The internet modem was relocated from the CD office to a cooler, more suitable room. This helps improve equipment performance, reliability, and long-term operation.
- **HSMB:** Additional network rewiring was completed to strengthen the internet connection and make it easier to identify and troubleshoot network issues.
- Performed routine server maintenance to ensure systems continue running efficiently.
- Verified that security measures are in place to help protect staff and organizational information and maintain the safety of stored data.

Outcome

These improvements provide a more stable internet connection, better equipment performance, easier network troubleshooting, and continued protection of organizational data through regular server maintenance.

Community Services of Northeast Texas, Inc.
Statement of Revenues and Expenditures
As of June 30, 2026

Reporting Book:
As of Date:

ACCRUAL
06/30/2026

	Month Ending 06/30/2026	Year To Date 06/30/2026
	Actual	Actual
Revenues over Expenditures		
Revenues		
Contributions		
Contributions In Kind	99,286.38	1,077,529.74
Total Contributions	99,286.38	1,077,529.74
Grant Revenues		
Grant Revenue - Governmental	1,408,995.85	5,334,463.70
Total Grant Revenues	1,408,995.85	5,334,463.70
Other Revenue	0.00	3,807.46
Total Revenues	1,508,282.23	6,411,993.44
Expenditures		
Direct	763,350.83	2,297,329.66
Personnel		
Salary and Wages	237,822.42	1,414,901.44
PR Benefits	(13,685.26)	171,804.12
PR Taxes	17,882.22	166,684.89
Total Personnel	242,019.38	1,753,390.45
Occupancy	7,088.39	49,765.78
Professional Fees	27,270.00	196,129.38
Grants Awarded Expense	0.00	20.93
General and Administrative Expenses		
Advertising and Promotion	251.98	564.75
Business Licenses and Permits	0.00	2,292.62
Charitable Contributions	99,286.38	1,077,529.74
Copying and Printing	1,297.01	8,727.60
Depreciation	10,787.69	61,077.10
Due and Subscriptions	4,526.25	11,337.42
Equipment Rental	3,303.88	20,904.90
Facilities	2,866.95	10,153.57
Insurance	0.00	106,556.97
Office Supplies	20,683.89	51,852.51
Other Expenses	201,840.64	282,278.42
Postage and Delivery	1,519.09	4,897.39
Repairs and Maintenance	11,429.71	63,919.98
Taxes	72.00	72.00
Telephone	4,459.26	32,645.37
Travel Expenses	2,197.30	33,228.80
Utilities	24,589.63	134,887.77
Allocated Indirect Costs	57,571.02	296,650.80
Total General and Administrative Expenses	446,682.68	2,199,577.71
Total Expenditures	1,486,411.28	6,496,213.91
Total Revenues over Expenditures	21,870.95	(84,220.47)

Community Services of Northeast Texas, Inc.
Statement of Revenues and Expenditures
CSBG TDHCA
As of June 30, 2026

	Month Ending 06/30/2026 <u>Actual</u>	Year To Date 06/30/2026 <u>Actual</u>
Revenues and Other Support		
Contractual Revenue - Grants		
CSBG Discretionary Revenue	0.00	0.00
Grants Revenue	26,989.65	169,453.91
Total Contractual Revenue - Grants	<u>26,989.65</u>	<u>169,453.91</u>
Donation From Participants		
Interest Revenue	0.00	0.00
Other Revenue	0.00	0.00
Total Donation From Participants	<u>0.00</u>	<u>0.00</u>
Total Revenues and Other Support	<u><u>26,989.65</u></u>	<u><u>169,453.91</u></u>
Expenses		
Personnel		
Salaries	12,775.29	64,889.51
Total Personnel	<u>12,775.29</u>	<u>64,889.51</u>
Fringe Benefits		
Payroll Taxes	962.52	6,013.31
Medical Insurance	1,366.18	5,577.63
Dental Insurance	36.39	(155.44)
Vision Insurance	0.00	(19.07)
Workers Comp Insurance	84.86	485.24
Fringe Benefits	59.14	(195.72)
Life Insurance	(50.37)	(160.72)
Pre-Employment Expenses	0.00	0.00
Other Employee Costs	0.00	259.85
Program Services Medical Insurance	0.00	0.00
Total Fringe Benefits	<u>2,458.72</u>	<u>11,805.08</u>
Travel		
Travel - Parents	0.00	0.00
Staff Travel - Local	0.00	0.00
Staff Travel - Out Of Town	0.00	4,005.23
Total Travel	<u>0.00</u>	<u>4,005.23</u>
Equipment		
Equipment - 500 To 5000	0.00	0.00
Equipment - 5000 And Above	0.00	0.00
Leases - Equipment	0.00	0.00
Excess Xerox Charges	0.00	26.66
Total Equipment	<u>0.00</u>	<u>26.66</u>
Supplies		
Cleaning/Janitorial Supplies	0.00	(41.36)
Supplies - Office	4,119.72	16,088.87
Program Services Staffing Services	0.00	(1,958.22)
Total Supplies	<u>4,119.72</u>	<u>14,089.29</u>
Contractual		
Accounting	0.00	0.00
Audit	0.00	0.00
Consulting	0.00	0.00
Total Contractual	<u>0.00</u>	<u>0.00</u>
Other		
Bank Fees	0.00	2.99
Dues & Subscriptions	0.00	131.18

Community Services of Northeast Texas, Inc.
Statement of Revenues and Expenditures
CSBG TDHCA
As of June 30, 2026

	Month Ending 06/30/2026	Year To Date 06/30/2026
	Actual	Actual
Insurance - Building	0.00	0.00
Insurance - General Liability	0.00	4,379.04
Insurance - Officer & Director	0.00	2,355.30
Sales Tax	0.00	0.00
Meetings	579.47	1,077.44
Memberships	0.00	5,250.00
Miscellaneous	0.00	537.00
Volunteer Expenses	0.00	0.00
Petty Cash	0.00	(26.00)
Postage & Shipping	10.14	10.14
Printing & Advertising	21.00	21.00
Safety	0.00	0.00
Software Support/Maintenance	0.00	201.81
Internet	16.80	878.18
Technology	4,690.00	6,934.80
Training & Technical Assistance	0.00	0.00
Utilities	344.82	1,282.15
Vehicle Fuel	324.80	1,519.78
Vehicle Insurance	0.00	8,678.88
Vehicle Repairs	7.50	244.78
Emergency Assistance - Food	0.00	0.00
Emergency Assistance - Medical	0.00	0.00
Emergency Services	0.00	0.00
Utility Assistance	0.00	22,157.22
Direct Services - Job Retention	0.00	0.00
Direct Services - Rental Assistance	0.00	3,750.00
Direct Services - To Clients	0.00	4,119.16
Rental Assistance	0.00	0.00
Mortgage Assistance	0.00	0.00
Transportation Assistance	0.00	0.00
Childcare Assistance	0.00	0.00
Classroom Supplies	119.94	119.94
Grounds/Lawn care	0.00	176.54
Repairs & Maintenance	32.70	657.42
Rent	0.00	3,340.00
Telephone	489.65	2,439.36
Raw Food	0.00	0.00
Administrative Fee	5.70	22.80
Licensing Fees	0.00	82.84
Payroll Fees	991.70	4,286.37
Total Other	<u>7,634.22</u>	<u>74,630.12</u>
Indirect Costs		
Indirect Cost Pool Expenses	<u>1.70</u>	<u>5.51</u>
Total Indirect Costs	<u>1.70</u>	<u>5.51</u>
Total Expenses	<u>26,989.65</u>	<u>169,451.40</u>
Transfers		
Transfers		
Transfer In	0.00	0.00
Transfer Out	0.00	0.00
Total Transfers	<u>0.00</u>	<u>0.00</u>
Total Transfers	<u>0.00</u>	<u>0.00</u>

Community Services of Northeast Texas, Inc.
Statement of Revenues and Expenditures
CSBG TDHCA
As of June 30, 2026

Month Ending	Year To Date
06/30/2026	06/30/2026
Actual	Actual

Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

	Month Ending 06/30/2026 <u>Actual</u>	Inception To Date 06/30/2026 <u>Actual</u>
Revenues over Expenditures		
Revenues		
Contributions	98,355.13	1,253,535.57
Grant Revenues	598,345.40	2,654,038.46
Other Revenue	0.00	3,500.00
Total Revenues	<u>696,700.53</u>	<u>3,911,074.03</u>
Expenditures		
Direct	92,026.67	151,566.23
Personnel	185,236.00	1,521,043.25
Occupancy	3,704.50	38,931.87
Professional Fees	54.53	15,859.52
Grants Awarded Expense	0.00	20.93
General and Administrative Expenses		
Business Licenses and Permits	0.00	1,497.78
Charitable Contributions	98,355.13	1,253,535.57
Copying and Printing	975.54	6,697.31
Depreciation	10,787.69	61,077.10
Due and Subscriptions	4,526.25	5,984.14
Equipment Rental	2,349.76	19,009.02
Facilities	2,866.95	10,948.65
Insurance	0.00	71,682.21
Office Supplies	9,287.01	33,265.69
Other Expenses	198,128.39	231,609.52
Postage and Delivery	132.17	2,899.73
Repairs and Maintenance	11,183.87	22,097.45
Telephone	3,049.45	25,549.29
Travel Expenses	1,872.50	17,038.98
Utilities	12,228.23	103,615.70
Allocated Indirect Costs	53,346.51	310,554.71
Total General and Administrative Expenses	<u>409,089.45</u>	<u>2,177,062.85</u>
Total Expenditures	<u>690,111.15</u>	<u>3,904,484.65</u>
Total Revenues over Expenditures	<u>6,589.38</u>	<u>6,589.38</u>

Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

	Month Ending 06/30/2026 <u>Actual</u>	Inception To Date 06/30/2026 <u>Actual</u>
Revenues over Expenditures		
Revenues		
Contributions		
Contributions In Kind		
4710 - In-kind Revenue	98,355.13	1,253,535.57
Total Contributions In Kind	<u>98,355.13</u>	<u>1,253,535.57</u>
Total Contributions	98,355.13	1,253,535.57
Grant Revenues		
Grant Revenue - Governmental		
4000 - Grants Revenue	598,345.40	2,654,038.46
Total Grant Revenue - Governmental	<u>598,345.40</u>	<u>2,654,038.46</u>
Total Grant Revenues	598,345.40	2,654,038.46
Other Revenue		
4500 - Other Revenue	0.00	3,500.00
Total Other Revenue	<u>0.00</u>	<u>3,500.00</u>
Total Revenues	<u>696,700.53</u>	<u>3,911,074.03</u>
Expenditures		
Direct		
6062 - Equipment - 5000 And Above	46,415.00	46,415.00
6200 - Training & Technical Assistance	37.22	6,831.48
6201 - Contracting Org Costs	0.00	575.82
6302 - Classroom Supplies	11,403.05	73,980.43
7010 - Utility Assistance	0.00	(224.58)
7030 - Heating/Cooling	0.00	909.00
8008 - Mental Health Assessment	0.00	2,444.00
8022 - Education Costs	0.00	3,284.70
8045 - Field Trips	125.00	1,272.00
8050 - Raw Food	2,871.82	(12,924.82)
8055 - Head Start Meals	1,437.80	(2,617.90)
8065 - Playground Improvements	29,286.50	29,286.50
8070 - Parent Activities	242.89	1,458.84
8075 - Parent/Policy Council Training	207.39	417.58
9947 - State Licensing Requirements	0.00	178.18
9948 - Event Tickets	0.00	280.00
Total Direct	<u>92,026.67</u>	<u>151,566.23</u>
Personnel		
Salary and Wages		
5000 - Salaries	166,129.44	1,223,803.78
Total Salary and Wages	<u>166,129.44</u>	<u>1,223,803.78</u>
PR Benefits		
5104 - Medical Insurance	3,700.62	186,944.41
5105 - Dental Insurance	(708.01)	2,679.07
5106 - Vision Insurance	0.00	42.49
5108 - Workers Comp Insurance	1,372.02	9,213.92
5115 - Life Insurance	131.59	1,365.70
6127 - Other Employee Costs	352.00	2,692.01
5109 - Fringe Benefits	1,931.56	12,786.16
Total PR Benefits	<u>6,779.78</u>	<u>215,723.76</u>
PR Taxes		
5010 - Payroll Taxes	12,326.78	81,515.71
Total PR Taxes	<u>12,326.78</u>	<u>81,515.71</u>
Total Personnel	<u>185,236.00</u>	<u>1,521,043.25</u>

Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

	Month Ending 06/30/2026	Inception To Date 06/30/2026
	Actual	Actual
Occupancy		
6150 - Rent	3,704.50	38,931.87
Total Occupancy	3,704.50	38,931.87
Professional Fees		
6078 - Late Fees	0.00	136.18
6010 - Accounting	0.00	15,476.00
6012 - Administrative Fee	54.53	218.12
6020 - Bank Fees	0.00	29.22
Total Professional Fees	54.53	15,859.52
Grants Awarded Expense		
8200 - Funding Reimbursement	0.00	20.93
Total Grants Awarded Expense	0.00	20.93
General and Administrative Expenses		
Business Licenses and Permits		
8025 - Licensing Fees	0.00	1,497.78
Total Business Licenses and Permits	0.00	1,497.78
Charitable Contributions		
9010 - In-kind - Volunteer	0.00	26,679.92
9011 - In-kind - Professional Volunteer	14,474.64	473,336.16
9020 - In-kind - Fringe Benefits	0.00	8,537.59
9021 - In-kind - Professional Fringe Benefits	4,631.89	151,218.68
9035 - In-kind - Mileage/Transportation	159.60	758.10
9036 - In-kind - Transportation	0.00	39,382.12
9100 - In-kind - Space	79,089.00	553,623.00
Total Charitable Contributions	98,355.13	1,253,535.57
Copying and Printing		
6081 - Excess Xerox Charges	975.54	6,697.31
Total Copying and Printing	975.54	6,697.31
Depreciation		
6600 - Depreciation Expense	10,787.69	61,077.10
Total Depreciation	10,787.69	61,077.10
Due and Subscriptions		
6050 - Dues & Subscriptions	2,996.25	4,454.14
6110 - Memberships	1,530.00	1,530.00
Total Due and Subscriptions	4,526.25	5,984.14
Equipment Rental		
6080 - Leases - Equipment	2,349.76	19,009.02
Total Equipment Rental	2,349.76	19,009.02
Facilities		
6030 - Cleaning/Janitorial Supplies	131.95	2,963.65
8060 - Grounds/Lawn care	2,735.00	7,985.00
Total Facilities	2,866.95	10,948.65
Insurance		
6072 - Insurance - General Liability	0.00	25,976.50
6073 - Insurance - Officer & Director	0.00	(544.60)
6232 - Vehicle Insurance	0.00	46,250.31
Total Insurance	0.00	71,682.21
Office Supplies		
6193 - Supplies - Office	8,449.39	31,222.52
6194 - Supplies - Dental/Medical	0.00	1,122.54
8036 - Supplies & Equipment	837.62	920.63
Total Office Supplies	9,287.01	33,265.69

Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

	Month Ending 06/30/2026	Inception To Date 06/30/2026
	Actual	Actual
Other Expenses		
5200 - Contract Labor	191,162.00	191,162.00
6041 - Purchased Services	0.00	462.09
6079 - Payroll Fees	4,394.83	25,128.98
6100 - Meetings	360.64	5,403.65
6120 - Miscellaneous	2,204.92	7,579.91
6122 - Pre-Employment Expenses	6.00	1,122.21
6128 - Volunteer Expenses	0.00	19.74
6129 - Petty Cash	0.00	730.94
Total Other Expenses	198,128.39	231,609.52
Postage and Delivery		
6130 - Postage & Shipping	132.17	2,899.73
Total Postage and Delivery	132.17	2,899.73
Repairs and Maintenance		
6161 - Repairs & Maintenance	11,085.61	18,763.01
6233 - Vehicle Repairs	98.26	3,334.44
Total Repairs and Maintenance	11,183.87	22,097.45
Telephone		
6198 - Telephone	3,049.45	25,549.29
Total Telephone	3,049.45	25,549.29
Travel Expenses		
6211 - Staff Travel - Local	0.00	123.59
6212 - Staff Travel - Out Of Town	0.00	3,993.58
6213 - Travel - Parents	0.00	2,601.60
6214 - Travel - Training & Technical Assistance	0.00	3,540.40
6231 - Vehicle Fuel	1,872.50	6,779.81
Total Travel Expenses	1,872.50	17,038.98
Utilities		
6196 - Internet	3,629.45	14,589.37
6197 - Technology	3,316.67	52,799.07
6220 - Utilities	5,282.11	36,227.26
Total Utilities	12,228.23	103,615.70
Allocated Indirect Costs		
6000 - Indirect Cost Pool Expenses	53,346.51	310,554.71
Total Allocated Indirect Costs	53,346.51	310,554.71
Total General and Administrative Expenses	409,089.45	2,177,062.85
Total Expenditures	690,111.15	3,904,484.65
Total Revenues over Expenditures	6,589.38	6,589.38

EARLY HEADSTART 2026 Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

	Month Ending 06/30/2026 <u>Actual</u>	Inception To Date 06/30/2026 <u>Actual</u>
Revenues over Expenditures		
Revenues		
Contributions	931.25	13,532.22
Grant Revenues	21,408.26	143,634.66
Total Revenues	<u>22,339.51</u>	<u>157,166.88</u>
Expenditures		
Direct	1,611.22	9,608.82
Personnel	14,772.92	104,179.45
Occupancy	0.00	952.00
Professional Fees	5.70	41.98
General and Administrative Expenses		
Business Licenses and Permits	0.00	120.75
Charitable Contributions	931.25	13,532.22
Office Supplies	191.56	712.29
Other Expenses	852.03	4,458.98
Repairs and Maintenance	22.95	363.32
Telephone	34.96	2,412.05
Travel Expenses	0.00	1,028.10
Utilities	276.51	1,734.35
Allocated Indirect Costs	3,504.41	17,886.57
Total General and Administrative Expenses	<u>5,813.67</u>	<u>42,248.63</u>
Total Expenditures	<u>22,203.51</u>	<u>157,030.88</u>
Total Revenues over Expenditures	<u>136.00</u>	<u>136.00</u>

CACFP EARLY HEADSTART Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

	Month Ending 06/30/2026 Actual	Inception To Date 06/30/2026 Actual
Revenues over Expenditures		
Revenues		
Grant Revenues		
Grant Revenue - Governmental		
4000 - Grants Revenue	63.96	6,087.98
Total Grant Revenue - Governmental	63.96	6,087.98
Total Grant Revenues	63.96	6,087.98
Total Revenues	63.96	6,087.98
Expenditures		
Direct		
8035 - Kitchen Supplies	3.60	3.60
8050 - Raw Food	60.36	6,084.38
Total Direct	63.96	6,087.98
Total Expenditures	63.96	6,087.98
Total Revenues over Expenditures	0.00	0.00

EARLY HEADSTART 2026 Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

	Month Ending 06/30/2026 Actual	Inception To Date 06/30/2026 Actual
Revenues over Expenditures		
Revenues		
Contributions		
Contributions In Kind		
4710 - In-kind Revenue	931.25	13,532.22
Total Contributions In Kind	931.25	13,532.22
Total Contributions	931.25	13,532.22
Grant Revenues		
Grant Revenue - Governmental		
4000 - Grants Revenue	21,408.26	143,634.66
Total Grant Revenue - Governmental	21,408.26	143,634.66
Total Grant Revenues	21,408.26	143,634.66
Total Revenues	22,339.51	157,166.88
Expenditures		
Direct		
6200 - Training & Technical Assistance	525.00	3,033.37
6302 - Classroom Supplies	1,049.30	9,211.99
7010 - Utility Assistance	0.00	28.69
8008 - Mental Health Assessment	0.00	275.00
8050 - Raw Food	0.00	(3,012.01)
8070 - Parent Activities	0.00	34.86
8075 - Parent/Policy Council Training	36.92	36.92
Total Direct	1,611.22	9,608.82
Personnel		
Salary and Wages		
5000 - Salaries	13,193.55	88,669.86
Total Salary and Wages	13,193.55	88,669.86
PR Benefits		
5104 - Medical Insurance	495.44	8,216.56
5105 - Dental Insurance	(73.32)	(16.72)
5106 - Vision Insurance	0.00	1.64
5108 - Workers Comp Insurance	67.90	487.34
5115 - Life Insurance	5.46	328.45
6127 - Other Employee Costs	0.00	12.00
5109 - Fringe Benefits	104.80	723.35
Total PR Benefits	600.28	9,752.62
PR Taxes		
5010 - Payroll Taxes	979.09	5,756.97
Total PR Taxes	979.09	5,756.97
Total Personnel	14,772.92	104,179.45
Occupancy		
6150 - Rent	0.00	952.00
Total Occupancy	0.00	952.00
Professional Fees		
6078 - Late Fees	0.00	16.65
6012 - Administrative Fee	5.70	22.80
6020 - Bank Fees	0.00	2.53
Total Professional Fees	5.70	41.98
General and Administrative Expenses		
Business Licenses and Permits		
8025 - Licensing Fees	0.00	120.75
Total Business Licenses and Permits	0.00	120.75

EARLY HEADSTART 2026 Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

	Month Ending 06/30/2026	Inception To Date 06/30/2026
	Actual	Actual
Charitable Contributions		
9010 - In-kind - Volunteer	0.00	513.24
9011 - In-kind - Professional Volunteer	0.00	5,568.00
9020 - In-kind - Fringe Benefits	0.00	164.23
9021 - In-kind - Professional Fringe Benefits	0.00	768.00
9100 - In-kind - Space	931.25	6,518.75
Total Charitable Contributions	931.25	13,532.22
Office Supplies		
6193 - Supplies - Office	191.56	712.29
Total Office Supplies	191.56	712.29
Other Expenses		
6079 - Payroll Fees	850.03	4,531.98
6100 - Meetings	0.00	(75.00)
6122 - Pre-Employment Expenses	2.00	2.00
Total Other Expenses	852.03	4,458.98
Repairs and Maintenance		
6161 - Repairs & Maintenance	22.95	172.32
6233 - Vehicle Repairs	0.00	191.00
Total Repairs and Maintenance	22.95	363.32
Telephone		
6198 - Telephone	34.96	2,412.05
Total Telephone	34.96	2,412.05
Travel Expenses		
6214 - Travel - Training & Technical Assistance	0.00	1,013.64
6231 - Vehicle Fuel	0.00	14.46
Total Travel Expenses	0.00	1,028.10
Utilities		
6196 - Internet	37.99	189.95
6220 - Utilities	238.52	1,544.40
Total Utilities	276.51	1,734.35
Allocated Indirect Costs		
6000 - Indirect Cost Pool Expenses	3,504.41	17,886.57
Total Allocated Indirect Costs	3,504.41	17,886.57
Total General and Administrative Expenses	5,813.67	42,248.63
Total Expenditures	22,203.51	157,030.88
Total Revenues over Expenditures	136.00	136.00

Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

	Month Ending 06/30/2026 <u>Actual</u>	Inception To Date 06/30/2026 <u>Actual</u>
Revenues over Expenditures		
Revenues		
Grant Revenues		
Grant Revenue - Governmental		
4000 - Grants Revenue	946.65	64,402.85
Total Grant Revenue - Governmental	<u>946.65</u>	<u>64,402.85</u>
Total Grant Revenues	<u>946.65</u>	<u>64,402.85</u>
Total Revenues	<u>946.65</u>	<u>64,402.85</u>
Expenditures		
Direct		
7033 - Direct Services - Job Retention	0.00	23.71
8035 - Kitchen Supplies	16.40	996.85
8050 - Raw Food	274.96	53,117.20
8055 - Head Start Meals	0.00	10,649.00
Total Direct	<u>291.36</u>	<u>64,786.76</u>
General and Administrative Expenses		
Office Supplies		
6193 - Supplies - Office	655.29	655.29
Total Office Supplies	<u>655.29</u>	<u>655.29</u>
Other Expenses		
6120 - Miscellaneous	0.00	237.00
Total Other Expenses	<u>0.00</u>	<u>237.00</u>
Repairs and Maintenance		
6233 - Vehicle Repairs	0.00	388.13
Total Repairs and Maintenance	<u>0.00</u>	<u>388.13</u>
Travel Expenses		
6214 - Travel - Training & Technical Assistance	0.00	549.47
Total Travel Expenses	<u>0.00</u>	<u>549.47</u>
Total General and Administrative Expenses	<u>655.29</u>	<u>1,829.89</u>
Total Expenditures	<u>946.65</u>	<u>66,616.65</u>
Total Revenues over Expenditures	<u>0.00</u>	<u>(2,213.80)</u>



Community Services of Northeast Texas, Inc. Balance Sheet

	Current Year 06/30/2026	Prior Year 06/30/2025	Current Year Change 06/30/2025
	Current Year Balance	Prior Year	Period difference (n
Assets			
Cash and Cash Equivalents	773,351.59	930,725.40	157,373.81
Accounts Receivable, Net	242,872.81	372,403.24	129,530.43
Grants Receivable	0.00	0.00	0.00
Other Current Assets	60,493.47	8,071.63	(52,421.84)
Total Current Assets	1,076,717.87	1,311,200.27	234,482.40
Property & Equipment	1,782,476.11	1,725,403.06	(57,073.05)
Total Long-term Assets	1,782,476.11	1,725,403.06	(57,073.05)
Amortization	246,424.79	226,442.87	19,981.92
Total Intangible Assets, Net	(246,424.79)	(226,442.87)	19,981.92
Total Assets	2,612,769.19	2,810,160.46	197,391.27
Liabilities and Net Assets			
Liabilities			
Short-term Liabilities			
Accounts Payable	737,357.02	321.92	(737,035.10)
Accrued Liabilities	207,743.46	72,530.78	(135,212.68)
Accrued Taxes	376.71	0.00	(376.71)
Deferred Revenue	404,103.32	0.00	(404,103.32)
Other Short-term Liabilities	23,986.83	0.00	(23,986.83)
Total Short-term Liabilities	1,373,567.34	72,852.70	(1,300,714.64)
Long Term Liabilities			
Other Long-term Liabilities	263,296.02	181,858.73	(81,437.29)
Total Long Term Liabilities	263,296.02	181,858.73	(81,437.29)
Total Liabilities	1,636,863.36	254,711.43	(1,382,151.93)
Net Assets	892,067.33	2,555,449.03	1,663,381.70
Total Liabilities and Net Assets	2,528,930.69	2,810,160.46	281,229.77

Community Services of Northeast Texas, Inc.
Revenues and Expenditures - Budget vs Actual
As of June 30, 2026

Reporting Book:
As of Date:
Project:

ACCRUAL
06/30/2026
CEAP 2026

	Month Ending 06/30/2026 Actual	Inception To Date 06/30/2026 Actual
Revenues over Expenditures		
Revenues		
Grant Revenues		
Grant Revenue - Governmental		
4000 - Grants Revenue	660,519.26	1,865,646.35
Total Grant Revenue - Governmental	660,519.26	1,865,646.35
Total Grant Revenues	660,519.26	1,865,646.35
Total Revenues	660,519.26	1,865,646.35
Expenditures		
Direct		
6200 - Training & Technical Assistance	0.00	(612.52)
6302 - Classroom Supplies	0.00	41.56
7010 - Utility Assistance	637,838.32	1,770,161.46
9940 - Program Services Staffing Services	0.00	7,520.66
Total Direct	637,838.32	1,777,111.16
Personnel		
Salary and Wages		
5000 - Salaries	9,008.41	31,489.05
Total Salary and Wages	9,008.41	31,489.05
PR Benefits		
5104 - Medical Insurance	(1,381.26)	3,190.93
5105 - Dental Insurance	(168.58)	(91.84)
5106 - Vision Insurance	0.00	82.22
5108 - Workers Comp Insurance	84.87	410.32
5115 - Life Insurance	75.07	340.51
6127 - Other Employee Costs	5,181.60	13,244.00
5109 - Fringe Benefits	97.84	748.28
Total PR Benefits	3,889.54	17,924.42
PR Taxes		
5010 - Payroll Taxes	741.16	2,952.10
Total PR Taxes	741.16	2,952.10
Total Personnel	13,639.11	52,365.57
Occupancy		
6150 - Rent	3,383.89	6,767.78
Total Occupancy	3,383.89	6,767.78
General and Administrative Expenses		
Advertising and Promotion		
6140 - Printing & Advertising	21.00	21.00
Total Advertising and Promotion	21.00	21.00
Copying and Printing		
6081 - Excess Xerox Charges	321.47	507.50

Total Copying and Printing	321.47	507.50
Equipment Rental		
6080 - Leases - Equipment	451.95	1,575.65
Total Equipment Rental	451.95	1,575.65
Facilities		
6030 - Cleaning/Janitorial Supplies	0.00	32.93
Total Facilities	0.00	32.93
Insurance		
6072 - Insurance - General Liability	0.00	181.70
6073 - Insurance - Officer & Director	0.00	2,355.30
6232 - Vehicle Insurance	0.00	4,505.80
Total Insurance	0.00	7,042.80
Office Supplies		
6193 - Supplies - Office	529.75	4,116.63
Total Office Supplies	529.75	4,116.63
Other Expenses		
6041 - Purchased Services	0.00	1,850.00
6079 - Payroll Fees	566.70	1,451.96
6120 - Miscellaneous	0.00	564.60
6122 - Pre-Employment Expenses	111.00	111.00
6129 - Petty Cash	0.00	(13.00)
Total Other Expenses	677.70	3,964.56
Postage and Delivery		
6130 - Postage & Shipping	1,376.78	1,535.63
Total Postage and Delivery	1,376.78	1,535.63
Repairs and Maintenance		
6161 - Repairs & Maintenance	32.69	798.70
6233 - Vehicle Repairs	0.00	232.00
Total Repairs and Maintenance	32.69	1,030.70
Telephone		
6198 - Telephone	771.92	3,453.94
Total Telephone	771.92	3,453.94
Travel Expenses		
6212 - Staff Travel - Out Of Town	0.00	633.00
Total Travel Expenses	0.00	633.00
Utilities		
6196 - Internet	254.56	1,118.26
6197 - Technology	0.00	435.05
6220 - Utilities	1,220.12	3,934.19
Total Utilities	1,474.68	5,487.50
Total General and Administrative Expenses	5,657.94	29,401.84
Total Expenditures	660,519.26	1,865,646.35
Total Revenues over Expenditures	0.00	0.00

Community Services of Northeast Texas, Inc.

Check register

Date	Payee	Document no.	Amount
Bank: TEX-7719 - TEXANA		Account no: 50027719	
06/25/2026			
06/25/2026	V00097--ATLANTA ISD	111916580000290	700.00
06/25/2026	V00135--BLOOMBURG WATER SUPPLY	85450	57.23
06/25/2026	V00178--CAMCO ELEVATOR INC	111916580000291	150.00
06/25/2026	V00214--CENTERPOINT ENERGY ENTEX	111916580000292	63.60
06/25/2026	V01405--EVERON LLC	85451	130.77
06/25/2026	V00433--FROG STREET PRESS LLC	85452	1,400.00
06/25/2026	V00454--GLENN B. LANIER	111916580000293	240.00
06/25/2026	V01341--HHSC	85454	10.00
06/25/2026	V01341--HHSC	85453	2.00
06/25/2026	V00512--HUGHES SPRINGS ISD	85455	800.00
06/25/2026	V01406--Kacy Love	85456	39.31
06/25/2026	V01318--Ministering Our Military	111916580000294	3,383.89
06/25/2026	V00920--R. MORGAN, LLC	85457	1,150.00
06/25/2026	V00945--RELIABLE ALARM SERVICE, LLC	111916580000295	45.00
06/25/2026	V00987--RPM STAFFING PROFESSIONALS, INC.	111916580000296	993.60
06/25/2026	V01064--SOUTHWESTERN ELECTRIC POWER	111916580000297	2,322.23
06/25/2026	V01143--TEXARKANA INDEPENDENT SCHOOL DISTRICT	111916580000298	4,882.00
06/25/2026	V01159--TEXAS MUTUAL INSURANCE COMPANY	85458	1,697.40
06/25/2026	V01403--TEXMEX ELECTRICAL SERVICES LLC	85459	4,690.00
06/25/2026	V01207--TOSHIBA FINANCIAL SERVICES	111916580000299	1,897.80
06/25/2026	V01257--VICTOR CHISM	85460	61.93
Total for 06/25/2026			24,716.76
06/16/2026			
06/16/2026	V00011--ABERNATHY COMPANY	111916580000275	757.12
06/16/2026	V01394--ARK-LA-TEX SHREDDING	85435	2,112.00
06/16/2026	V00090--AT&T	85436	2,118.17
06/16/2026	V00109--B & S TRUE VALUE HARDWARE	85437	45.38
06/16/2026	V00134--BLOOMBURG ISD	85438	12,870.00
06/16/2026	V00214--CENTERPOINT ENERGY ENTEX	111916580000276	42.64
06/16/2026	V00393--ERICK BALLESTEROS	111916580000277	2,040.00
06/16/2026	V00396--ETEX TELEPHONE CORP, INC.	111916580000278	115.55
06/16/2026	V00423--FIRST PLUMBING OF CASS COUNTY LLC	85439	315.13
06/16/2026	V00483--HEALTHCARE EXPRESS LLP	111916580000279	272.00
06/16/2026	V00512--HUGHES SPRINGS ISD	85440	25,414.00
06/16/2026	V00514--HUMPHREY AIR CONDITIONING LLC	85441	1,614.00
06/16/2026	V00778--MOUNTAIN VALLEY OF TEXARKANA	111916580000280	168.00
06/16/2026	V00787--MUTUAL OF OMAHA PAYMENT PROCESSING CENTER	111916580000281	4,715.59
06/16/2026	V00817--NORTH TEXAS TOLLWAY AUTHORITY	85442	5.28
06/16/2026	V01404--Northeast Texas Plumbing	85443	150.00
06/16/2026	V00830--ODP BUSINESS SOLUTIONS, LLC	111916580000282	3,736.59
06/16/2026	V00872--PEST-PRO SERVICES INC	85444	695.00
06/16/2026	V00873--PETER'S CHEVROLET	85445	46,415.00
06/16/2026	V01354--PITTSBURG INDEPENDENT SCHOOL DISTRICT	85446	41,470.00
06/16/2026	V00945--RELIABLE ALARM SERVICE, LLC	111916580000283	90.00
06/16/2026	V00987--RPM STAFFING PROFESSIONALS, INC.	111916580000284	828.00
06/16/2026	V01064--SOUTHWESTERN ELECTRIC POWER	111916580000285	291.40
06/16/2026	V01076--STAPLES	111916580000288	616.69
06/16/2026	V01143--TEXARKANA INDEPENDENT SCHOOL DISTRICT	111916580000286	111,408.00
06/16/2026	V01403--TEXMEX ELECTRICAL SERVICES LLC	85447	8,690.00
06/16/2026	V01207--TOSHIBA FINANCIAL SERVICES	111916580000289	1,406.08
06/16/2026	V01216--TRICO LUMBER CO.	85448	57.98
06/16/2026	V01231--ULINE	85449	5,385.18
06/16/2026	V01242--VANCO SYSTEMS, INC.	111916580000287	1,297.01
Total for 06/16/2026			275,141.79
06/11/2026			
06/11/2026	V00098--ATLANTA ISD FOOD SERVICE	111916580000268	504.00
06/11/2026	V00122--BEN E KEITH CO	111916580000269	560.43
06/11/2026	V00125--BERNIE YANCEY	85426	152.97
06/11/2026	V00257--CITY OF HUGHES SPRINGS	85427	464.63
06/11/2026	V00258--CITY OF JEFFERSON WATER	85428	165.57
06/11/2026	V00270--CITY OF PITTSBURG	85429	698.16
06/11/2026	V00512--HUGHES SPRINGS ISD	85430	618.80
06/11/2026	V00738--MCI	85431	68.99
06/11/2026	V00830--ODP BUSINESS SOLUTIONS, LLC	111916580000270	561.07
06/11/2026	V01354--PITTSBURG INDEPENDENT SCHOOL DISTRICT	85432	125.00

Community Services of Northeast Texas, Inc. Check register

Date	Payee	Document no.	Amount
06/11/2026	V00955--REPUBLIC SERVICES #070	111916580000271	254.46
06/11/2026	V00987--RPM STAFFING PROFESSIONALS, INC.	111916580000272	828.00
06/11/2026	V01063--SOUTHWEST ARKANSAS TELEPHONE CO OP, INC.	85433	251.86
06/11/2026	V01064--SOUTHWESTERN ELECTRIC POWER	111916580000273	754.26
06/11/2026	V01144--TEXARKANA ISD CATERING DEPT	111916580000274	315.00
06/11/2026	V01229--U.S. POSTMASTER	85434	78.00
Total for 06/11/2026			6,401.20
06/04/2026			
06/04/2026	V00022--AEP-SWEP-EO	111916580000255	429.00
06/04/2026	V00031--ALFORD AIR CONDITIONING AND HEATING LLC	85409	8,137.00
06/04/2026	V00047--AMBIT ENERGY	85410	87.00
06/04/2026	V01317--AMERICAN EXPRESS BERNIE		17,618.65
06/04/2026	V00049--AMERICAN EXPRESS MICHELLE		25,117.49
06/04/2026	V00122--BEN E KEITH CO	111916580000256	3,114.71
06/04/2026	V00136--BLUE CROSS BLUE SHIELD	111916580000257	34,319.83
06/04/2026	V00137--BLUE MARLIN INVESTMENT PROPERTIES, LLC	111916580000258	583.00
06/04/2026	V00214--CENTERPOINT ENERGY ENTEX	111916580000259	97.54
06/04/2026	V00263--CITY OF MOUNT PLEASANT	85411	79.00
06/04/2026	V00316--CREEKSIDE HOLDINGS LLC	85412	632.00
06/04/2026	V00486--Heartland Village - MAIN OFFICE	85413	2,085.00
06/04/2026	V00564--JIMMY MITCHELL	85414	686.00
06/04/2026	V00593--KALASHINE HOPKINS LLC	85415	610.00
06/04/2026	V01324--LAKERIDGE APARTMENTS	85416	944.00
06/04/2026	V00638--LAKESHORE LEARNING MATERIALS	111916580000260	475.93
06/04/2026	V00669--LINDA SUE BEST	111916580000261	655.00
06/04/2026	V00764--MOISES HERRERA PROPERTY BY PAM LLC	85417	732.00
06/04/2026	V00792--NARROW PATH PROPERTY MANAGEMENT	111916580000262	625.00
06/04/2026	V00820--NORTHEAST TEXAS DEVELOPMENT LLC	85418	2,944.00
06/04/2026	V00859--Patricia Jones	85419	350.00
06/04/2026	V00902--PRICE HARDWARE	85420	10.98
06/04/2026	V00913--PTL VILLAGE LLC	85421	3,104.00
06/04/2026	V00930--RAY STRUBE PROPERTIES LLC	85422	1,128.00
06/04/2026	V00987--RPM STAFFING PROFESSIONALS, INC.	111916580000263	828.00
06/04/2026	V00996--S E BURTON ENTERPRISES	111916580000264	371.00
06/04/2026	V01064--SOUTHWESTERN ELECTRIC POWER	111916580000265	786.72
06/04/2026	V01121--TERESA THOMPSON	85423	39.20
06/04/2026	V01198--TNT Properties of Texarkana	85424	6,226.00
06/04/2026	V01237--UPSHUR RURAL ELEC. CORP.	85425	375.00
06/04/2026	V01254--VESTIS GROUP , INC	111916580000266	131.95
06/04/2026	V01303--WIPFLI LLP	111916580000267	14,416.00
Total for 06/04/2026			127,739.00
Total for TEX-7719			433,998.75



Subpart A

Eligibility, Recruitment, Selection, Enrollment, and Attendance Standard Operating Procedures

*Aligned with the 2024 Head Start Program
Performance Standards
(Standards 1302.10 -1302.18)*

Revised 7/28/2025

Revised 6/30/2026

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OVERVIEW (45 CFR §1302.1)

This part implements the statutory requirements outlined in Sections 641A, 645, and 645A of the Head Start Act. It establishes the program performance standards that govern the operation of Head Start Preschool, Early Head Start, American Indian and Alaska Native, and Migrant and Seasonal Head Start programs.

These standards address the full scope of program operations—from the identification and enrollment of eligible children and families to the delivery of comprehensive services that support school readiness, family well-being, and child development. The standards also include requirements for program governance, fiscal and operational management, and ensuring staff are appropriately qualified, trained, and supported to deliver high-quality services.

A central focus of this part is the use of data for ongoing monitoring, continuous quality improvement, and informed decision-making to strengthen program effectiveness and outcomes for children and families.

Consistent with the Head Start Act, these provisions do not diminish the scope or quality of services established in previous regulations. Instead, they elevate expectations by incorporating research-based practices, promoting equity and responsiveness to community needs, and simplifying requirements to improve clarity and implementation across programs.

Subpart A – Eligibility, Recruitment, Selection, Enrollment, and Attendance

PURPOSE

This subpart describes requirements of grant recipients for determining community strengths, needs, and resources as well as recruitment areas. It contains requirements and procedures for this eligibility determination, recruitment, selection, enrollment and attendance of children and explains the policy concerning the charging of fees.

PROCEDURE

Community Services of Northeast Texas (CSNT) implements ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) policies and procedures that align with federal requirements and support effective program operations.

1. **Community Assessment and Recruitment**

CSNT ERSEA policies and procedures outline the process for assessing community strengths, needs, and resources, and for identifying and defining recruitment areas based on those findings.

2. **Eligibility, Selection, Enrollment, and Attendance**

CSNT ERSEA policies and procedures establish clear guidelines for determining eligibility and for carrying out recruitment, selection, enrollment, and attendance practices in accordance with federal standards.

3. **Fees**

CSNT does not charge any fees for participation in Head Start or Early Head Start services.

DETERMINING COMMUNITY STRENGTHS, NEEDS, AND RESOURCES. (Standard 1302.11)

(a) Service area.

(1) A program must propose a service area in the grant application and define the area by county or sub-county area, such as a municipality, town or census tract or jurisdiction of a federally recognized Indian reservation.

(i) A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas designated as near reservation by the Bureau of Indian Affairs (BIA) provided that the service area is approved by the tribe's governing council, Alaska Native Villages, Alaska Regional Corporations with land-based authorities, Oklahoma Tribal Statistical Areas, and Tribal Designated statistical Areas where federally recognized Indian tribes do not have established reservations.

(ii) If the tribe's service area includes any area specified in paragraph (a)(1)(i) of this section, and that area is also served by another program, the tribe may serve children from families who are members of or eligible to be members of such tribe and who reside in such areas as well as children from families who are not members of the tribe, but who reside within the tribe's established service area.

(2) If a program decided to change service area after ACF has approved its grant application, the program must submit to ACF a new service area proposal for approval.

PROCEDURE

1. CSNT Head Start Preschool and Early Head Start service areas are established and clearly defined within the approved grant application, based on identified community needs and resources.
2. If changes to the service area are necessary after approval of the grant application, CSNT will submit a formal service area change request, including an amended proposal, to the Administration for Children and Families (ACF) for review and approval prior to implementation.

(b) Community wide strategic planning and needs assessment (Community Assessment). (Standard 1302.11(b))

(1) A program must conduct a comprehensive community assessment at least once over the five-year grant period and annually review and update if any significant changes are needed as described in paragraph (b)(5) of this section to:

(i) Identify populations most in need of services including prevalent social or economic factors, challenges, and barriers experienced by families and children;

- (ii) Inform the program's design and to ensure equitable, inclusive, and accessible service delivery that reflect needs and diversity of the community;
 - (iii) Inform the enrollment, recruitment, and selection process to prioritize the enrollment of those populations with relevant circumstances identified under paragraph (b)(1)(i) of this section;
 - (iv) Identify strengths and resources in the community that can be leveraged for service delivery, coordination, and partnership efforts for education, health, nutrition, and referrals to social services to eligible children and families; and,
 - (v) Identify the communication methods and modalities available to the program that best engage with prospective and enrolled families in accessible ways.
 - (vi) The number of eligible infants, toddlers, preschool age children, and expected mothers, including their geographic location, race, ethnicity, and languages they speak, including:
- (2) In conducting the community assessment, a program must collect and utilize data that describes community strengths, needs, and resources and include at a minimum:
 - (i) Relevant demographic data about eligible children; and expectant mothers, including:
 - (A) Race and ethnicity
 - (B) Children living in poverty
 - (C) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432(6)(A))¹¹;
 - (D) Children in foster care;
 - (E) Children with disabilities, including social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being; and
 - (F) Geographic locations and languages they speak;
 - (ii) The education, health, nutrition, and social service needs of eligible children and their families, including prevalent social or economic factors, challenges, and barriers to program participation such as transportation needs;
 - (iii) Typical work, school, and training schedules of parents with eligible children;
 - (iv) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local pre-schools, and the approximate number of eligible children served and their ages;

- (v) Resources that are available in the community to address the needs of eligible children and their families; especially transportation resources and culturally appropriate and responsive supports;**
 - (vi) Strengths of the community; and,**
 - (vii) Gaps in community resources in areas relevant to addressing the needs of eligible children and their families such as gaps in health and human services, housing assistance, food assistance, employee assistance, early childhood development and social services.**
- (3) Program should have a strategic approach:**
 - (i) To determine what data to acquire to reach goals in paragraph (b)(1) of this section prior to conducting the community assessment; and,**
 - (ii) For how to use the data acquired to reach goals in paragraph (b)(1) of this section after conducting the community assessment.**
- (4) When determining what data to acquire under paragraph (b)(2) of this section programs should consider what information is most relevant to inform services for families most in need. Data gathering should be informed by the program's understanding of the community and be intentionally designed to help the program identify community strengths, needs, and resources, and plan the program accordingly. Programs are not required to collect all information themselves; rather programs should utilize community partners and utilize existing available data sources relevant to the local community.**
- (5) A program must annually review and, where needed, update the community assessment to identify any significant shifts in community demographics, needs, and resources that may impact that program design and service delivery. As described in paragraph (b)(4) of this section, programs should consider results from their self-assessment as required in subpart J of this part (1302.101 through 1302.103) and their annual funding application to inform this process. The annual update review must consider at a minimum: changes related to children and families experiencing homelessness; how the program addresses equity, accessibility, and inclusiveness in its provision of services; and changes including the availability to publicly-funded pre-kindergarten and whether it meets the needs of families. Programs must consider how the annual review and update can inform and support management approaches continuous quality improvement, program goals, and ongoing oversight.**
- (6) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less than its eligible funded enrollment.**

PROCEDURE

1. **Community Assessment Cycle**

CSNT conducts a comprehensive Community Assessment at least once during each five-year grant period to identify community strengths, needs, and available resources.

2. **Use of Data**

The Community Assessment utilizes current and relevant data to describe populations most in need of services, including social and economic factors, barriers to participation, and community demographics. This data informs program design, service delivery, and ERSEA processes.

3. **Required Data Elements**

The Community Assessment includes, at a minimum:

- a. The number, geographic location, race, ethnicity, and languages of eligible children and expectant families;
- b. Children and families living in poverty;
- c. Children and families experiencing homelessness, in coordination with McKinney-Vento liaisons when possible;
- d. Children in foster care;
- e. Children with disabilities and related service needs;
- f. Education, health, nutrition, and social service needs, including barriers such as transportation;
- g. Typical work, school, and training schedules of parents;
- h. Availability of early childhood programs and services, including child care, pre-kindergarten, and home visiting programs;
- i. Community resources, including culturally and linguistically responsive supports;
- j. Community strengths; and
- k. Gaps in resources, including housing, health care, food access, employment support, and early childhood services.

4. **Data Collection Approach**

CSNT uses a strategic approach to identify and gather relevant data from multiple sources, including community partners, school districts, state agencies, and existing data systems, to ensure a comprehensive understanding of the service area.

5. **Annual Review and Updates**

CSNT reviews and updates the Community Assessment at least annually to identify significant changes in demographics, community needs, and available resources. This review includes consideration of:

- Changes affecting children and families experiencing homelessness;
- Equity, accessibility, and inclusiveness of services;
- Availability and impact of publicly funded pre-kindergarten; and
- Findings from program self-assessment and planning processes.

6. **Program Planning and Continuous Improvement**

CSNT uses Community Assessment data to guide program design, set priorities, support continuous quality improvement, and ensure responsive and equitable service delivery.

7. **Consideration of Diverse Economic Backgrounds**

CSNT evaluates community characteristics and available funding sources to determine the feasibility of serving children from diverse economic backgrounds without reducing enrollment of eligible children. The program ensures that enrollment remains at or above funded levels while maximizing available resources.

PROCEDURE

1. Conducting the Interview

Family Empowerment Advocate (FSA) conduct an in-person interview with the parent/guardian upon receipt of the application to complete the eligibility determination process.

2. Verification of Information

During the interview, Family Empowerment Staff verify required eligibility information, including the child's age and family income. Additional documentation may be reviewed to determine categorical eligibility when applicable.

3. Clarification and Follow-Up

Family Empowerment Staff may ask follow-up questions during the interview to ensure all eligibility criteria are fully understood and accurately documented.

4. Alternate Interview Methods

If an in-person interview is not possible or creates a hardship for the family, a telephone or virtual interview may be conducted. The reason for not completing the interview in person must be documented in the child's record.

5. Documentation of Eligibility Determination

Family Empowerment Staff generate and maintain the required eligibility determination record in ChildPlus (e.g., Report 2135 or current system equivalent). This documentation is placed in the child's file in accordance with program recordkeeping procedures.

6. Emergency or Special Circumstances

In situations such as public health emergencies or other extenuating circumstances, interviews may be conducted using alternative methods (e.g., phone or virtual platforms) to ensure continued access to services while maintaining compliance with eligibility requirements.

Age Requirements. (Standard 1302.12(b))

(1) For Early Head Start, except when the child is transitioning to Head Start, a child must be an infant or a toddler younger than three years old.

(2) For Head Start Preschool, a child must:

(i) Be at least three years old or, turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located; and,

(ii) Be no older than the age required to attend school.

(3) For Migrant or Seasonal Head Start, a child must be younger than compulsory school age by the date used to determine public school eligibility for the community in which the program is located. Not Applicable to CSNT Head Start.

PROCEDURE

1. Early Head Start (EHS) Age Requirements

Children enrolled in Early Head Start must be infants or toddlers under the age of three at the time of enrollment.

2. Transition to Head Start

Children may continue to receive Early Head Start services until they transition to Head Start Preschool upon reaching age three, in accordance with transition procedures.

3. Head Start Preschool Age Requirements

Children must be at least three years old by September 1 (or the date used by the local school district to determine kindergarten eligibility) to enroll at the start of the Head Start program year.

4. Mid-Year Enrollment

Children who turn three after the program year begins may be enrolled after their third birthday, if a funded slot is available. Children with diagnosed disabilities may be enrolled upon turning three, as appropriate.

5. Kindergarten Eligibility

Children who are eligible for kindergarten based on the local school district's age requirements are not eligible for enrollment in Head Start Preschool.

6. Migrant and Seasonal Head Start

This provision does not apply to CSNT Head Start programs.

7. Eligibility requirements. (Standard 1302.12(c))

(1) A pregnant woman or a child is eligible if:

- (i) The family's income is equal to or below the poverty line; or,**
- (ii) The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments; or,**
- (iii) The child is homeless, as defined in part 1305; or**
- (iv) The child is in foster care.**

(2) If the family does not meet a criterion under paragraph (c)(1) of this section, a program may enroll a child who would benefit from services, provided that

these participants only make up to 10 percent of the program's enrollment in accordance with paragraph (d) of this section.

8. Additional allowances for programs.

(1) A program may enroll an additional 35 percent of participants whose families do not meet a criterion described in paragraph (c) of this section and whose incomes are below 130 percent of the poverty line.

(i) Establishes and implements outreach, and enrollment policies and procedures to ensure it is meeting the needs of eligible pregnant women, children, and children with disabilities before serving pregnant women or children who do not meet criteria in paragraph (c) of this section; and,

(ii) Establishes criteria that ensure pregnant women and children eligible under the criteria listed in paragraph (c) of this section are served first.

(2) If a program chooses to enroll participants who do not meet a criterion in paragraph (c) of this section, and whose family incomes are between 100 and 130 percent of the poverty line, it must be able to report to the Head Start regional office.

9. Additional allowances for Indian Tribes.

(Does not pertain to CSNT Head Start)

10. Migrant or Seasonal eligibility requirements.

(Does not pertain to CSNT Head Start)

11. Eligibility requirements for communities with 1,000 or fewer individuals.

(Does not pertain to CSNT Head Start)

PROCEDURE

1. Income-Eligible Enrollment (At Least 90%)

At least ninety percent (90%) of enrolled children must be from families who meet one or more of the following eligibility criteria:

- Family income at or below the Federal Poverty Guidelines;
- Families receiving public assistance such as TANF or SSI (including child-only TANF);
- Children experiencing homelessness as defined by the McKinney-Vento Act; or
- Children in foster care.

These children are considered categorically eligible regardless of income level when applicable.

2. **Homelessness Eligibility**

Families identified as homeless under the McKinney-Vento Act are categorically eligible and will be prioritized for enrollment.

3. **Foster Care Eligibility**

Children in foster care are categorically eligible for services regardless of family income.

4. **Enrollment up to 130% of Poverty (Up to 35%)**

After ensuring that all categorically and income-eligible children have been served, CSNT may enroll up to thirty-five percent (35%) of children whose family income is between 100% and 130% of the Federal Poverty Guidelines, in accordance with program policies and federal requirements.

5. **Over-Income Enrollment (Up to 10%)**

Up to ten percent (10%) of total enrollment may consist of children from families whose income exceeds 130% of the Federal Poverty Guidelines. These children may only be enrolled after all eligible children who wish to participate have been given the opportunity to enroll.

6. **Prioritization of Eligible Children**

CSNT ensures that children who meet categorical and income eligibility criteria are prioritized for enrollment before enrolling children who fall within the 100–130% or over-income categories.

7. **Monitoring and Reporting**

CSNT maintains documentation and tracking to ensure compliance with enrollment percentages and is able to report enrollment data to the Regional Office as required.

12. Verifying age. (Standard 1302.12(h))

Program staff must verify a child's age according to program policies and procedures. A program's policies and procedures cannot require families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll.

PROCEDURE

1. **Verification of Age**

Program staff verify a child's age by reviewing available documentation, which may include a birth certificate, hospital record, verification of birth facts, or other reliable documents that confirm the child's date of birth.

2. **Reducing Barriers to Enrollment**

Families are not required to provide official or specific documents (such as a certified birth certificate) if obtaining such documentation would create a barrier to enrollment. Program staff will work with families to accept alternative forms of documentation to verify age.

3. **Documentation of Verification**

Program staff document the method used to verify the child's age in the child's record, in accordance with CSNT policies and procedures.

(i) Verifying eligibility. (Standard 1302.12(i))

- (1) To verify eligibility based on income, program staff must use tax forms, pay stubs, or other proof of income to determine the family income for the relevant time period.**
- (i) The program must calculate total gross income using applicable sources of income.**
 - (ii) A program may make an adjustment to a family's gross income calculation for the purposes of determining eligibility to account for excessive housing costs. A program may use available bills, bank statements, and other relevant documentation provided by the family to calculate total annual housing costs with appropriate multipliers to'**
 - (A) Determine if a family spends more than 30 percent of their total gross income on housing costs, as defined in part 1305 of this chapter; and,**
 - (B) If applicable, reduce the total gross income by the amount spent on housing costs that exceed more than 30 percent.**
 - (iii) If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed, for the relevant time period and use information provided to calculate total annual income with appropriate multipliers.**
 - (iv) If the family reports no income for the relevant time period, a program may accept the family's signed declaration to that effect, if program staff describes efforts made to verify the family's income, and explains how the family's total income was calculated or seeks information from third parties about the family's eligibility, if the family gives written consent. If a family gives consent to contact third parties, program staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k)(2) of this section.**
 - (v) If the family can demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances.**
- (2) To verify whether a family is eligible for, or in the absence of child care, would be potentially eligible for public assistance, the program must have documentation from either the state, local or tribal public assistance agency that shows the family either receiver public assistance or that shows the family is potentially eligible to receive public assistance.**

(3) To verify whether a family is homeless, a program may accept a written statement from a homeless services provider, school personnel, or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or notes from an interview with staff to establish the child is homeless; or any other document that establishes homelessness.

(i) If a family can provide one of the documents described in the paragraph (i)(3), program staff must describe efforts made to verify the accuracy of the information provided and state whether the family is eligible because they are homeless.

(ii) If a family cannot provide one of the documents described in this paragraph (i)(3) to prove the child is homeless, a program may accept the family's signed declaration to that effect, if, in a written statement, program staff describe the child's living situation that meets the definition of homeless in part 1305 of this chapter.

(iii) Program staff may seek information from third parties who have firsthand knowledge about a family's living situation, if the family gives written consent. If the family gives consent to contact third parties, program staff must adhere to program privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k) of this section.

(4) To verify whether a child is in foster care, program staff must accept either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment.

PROCEDURE

1. Income Verification Timeframe

Families must provide income documentation reflecting a relevant time period, typically within the past 12 months or current income circumstances when there has been a significant change.

2. Acceptable Proof of Income

Acceptable documentation includes tax returns, W-2 forms, pay stubs, or written statements from employers (including self-employed individuals). Staff calculate total gross income using all applicable income sources.

3. Pay Stub Requirements (if tax forms unavailable)

If tax forms are unavailable, families may provide:

- One (1) pay stub for monthly income;
- Two (2) pay stubs for bi-weekly or semi-monthly income;

- Four (4) pay stubs for weekly income.
These are used to estimate annual income accurately.
- 4. **Housing Cost Adjustment (if applicable)**
Bank statements and other relevant documents (e.g., rent receipts, utility bills) may be used to determine housing costs. If a family spends more than 30% of gross income on housing, an adjustment may be applied in accordance with regulations.
- 5. **No Income or Insufficient Documentation**
If income documentation is unavailable, Family Empowerment Staff may accept:
 - Third-Party Verification;
 - Self-Declaration; or
 - Zero Income Statement.
 Staff must document all efforts made to verify income and how income was determined.
- 6. **Public Assistance Verification**
Families receiving public assistance must provide documentation from the appropriate agency (e.g., TANF, SSI). This confirms categorical eligibility.
- 7. **Homelessness Verification**
Families experiencing homelessness may provide documentation such as:
 - A statement from a service provider or school personnel; or
 - A completed residency or declaration form.
 If documentation is not available, staff may accept a signed family declaration and must document the living situation and verification efforts in the eligibility record.
- 8. **Foster Care Verification**
Families must provide a court order, official documentation, or written statement from a child welfare agency confirming the child's foster care status.
- 9. **Staff Enrollment Safeguards**
When staff members enroll their own children, eligibility determination and income verification must be reviewed and approved by the Family Engagement Coordinator to ensure objectivity and compliance.
- 10. **Documentation and Recordkeeping**
All eligibility determinations, supporting documentation, and calculations are recorded on the approved Income Calculation Worksheet and maintained in the child's file in accordance with program policies.

(j) Eligibility duration. (Standard 1302.12(j))

(1) If a child is determined eligible under this section and is participating in a Head Start program, he or she will remain eligible through the end of the succeeding program year except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start Services.

(2) Children who are enrolled in a program receiving funders under the authority of section 645A of the Act remain eligible while they participate in the program.

(3) If a child moves from an Early Head Start program to a head Start Preschool program, the program staff must verify the family's eligibility again.

(4) If a program operates both an Early Head Start and a Head Start Preschool program, and the parents wish to enroll their child who has been enrolled in the program's Early Head Start, the program must ensure, whenever possible, the child receives Head Start Preschool services until enrolled in the school, provided the child is eligible.

(5) *(Not applicable – for Migrant and Seasonal Programs)*

PROCEDURE

1. Head Start Preschool Eligibility Duration

Once a child is determined eligible and enrolled in Head Start Preschool, the child remains eligible through the end of the succeeding program year.

2. Continued Enrollment Considerations

CSNT may determine not to continue enrollment in rare and compelling circumstances, such as when a child with a greater need for services requires placement. Any such decisions must be well-documented.

3. No Reverification Requirement

Staff do not recalculate or reverify income during the eligibility period unless the child withdraws and later seeks to re-enroll.

4. Early Head Start Eligibility Duration

Children enrolled in Early Head Start remain eligible for services while they are participating in the program.

5. Transition from Early Head Start to Head Start

When a child transitions from Early Head Start to Head Start Preschool, program staff must complete a new eligibility determination and verify all required documentation.

6. Transition Priority

CSNT ensures, whenever possible, that children transitioning from Early Head Start are prioritized for enrollment in Head Start Preschool, provided they remain eligible.

(k) Records. (Standard 1302.12 (k))

(1) A program must keep eligibility determination records for each participant and ongoing records of the eligibility training for staff required by paragraph (m) of this section. A program may keep these records electronically.

- (2) Each eligibility determination record must include:**
- (i) Copies of any documents or statements, including declarations, that are deemed necessary to verify eligibility under paragraph (h) and (i) of this section;**
 - (ii) A statement that program staff has made reasonable efforts to verify information by:**
 - (A) Conducting either an in-person, or telephone interview with the family as described under paragraph (a)(1)(i) or (a)(2) of this section; and,**
 - (B) Describing efforts made to verify eligibility, as required under paragraphs (h) through (i) of this section; and, collecting documents required for third party verification that includes the family's written consent to contact each third party, the third parties' name, titles, and affiliations, and information from third parties regarding the family's eligibility.**
 - (iii) A statement that identifies whether:**
 - (A) The family's income is below income guidelines for its size, and lists the family's size;**
 - (B) The family is eligible for or, in the absence of child care, potentially eligible for public assistance;**
 - (C) The child is a homeless child or the child is in foster care;**
 - (D) The family was determined to be eligible under the criterion in paragraph (c)(2) of this section; or,**
 - (E) The family was determined to be eligible under the criterion in paragraph (d)(1) of this section.**
- (3) A program must keep eligibility determination records for those currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled.**

PROCEDURE

1. Maintenance of Eligibility Records

Eligibility determination records are maintained for each enrolled child and are stored in the child's file (electronic and/or hard copy) in accordance with CSNT recordkeeping procedures.

2. Required Documentation

Each child's file contains all documentation used to verify eligibility, including income records, third-party verifications, declarations, and any supporting documents. These are organized within the eligibility or income section of the file.

3. Eligibility Determination Record

The eligibility determination record is generated through ChildPlus (e.g., Report 2135 or current system equivalent) and includes all required components, such as:

- Verification documents;
- Documentation of interview type (in-person or phone);
- Description of efforts to verify eligibility; and
- Final eligibility determination and category.

4. Income Calculation Documentation

The Income Calculation Worksheet is completed for each applicable family, signed by the parent/guardian and Family Empowerment Staff, and reviewed and approved by the Family Engagement Coordinator to ensure accuracy and compliance.

5. Third-Party Verification Requirements

When third-party verification is used, documentation must include the family's written consent, the name and affiliation of the third party, and details obtained to verify eligibility.

6. Documentation of Verification Efforts

Staff must document all efforts made to verify eligibility, including cases involving no income, homelessness, or other special circumstances.

7. Record Retention

Eligibility determination records are maintained for currently enrolled children and retained for at least one (1) year after the child's last day of participation in the program, in accordance with federal requirements.

8. Confidentiality

All eligibility information and documentation are maintained confidentially in accordance with program privacy policies.

9. Staff Training Records

Records of eligibility determination training for staff are maintained and documented to ensure compliance with federal standards.

Eligibility Error Prevention and Review

CSNT implements internal controls to prevent, identify, and correct eligibility determination errors.

10. Second-Level Review

A second-level review of eligibility determinations is conducted by the Family Engagement Coordinator designee. Random file reviews are completed on a regular basis to ensure accuracy, completeness, and compliance with federal regulations.

11. **Ongoing File Monitoring**

Eligibility files are periodically monitored to verify that all required documentation, verification steps, and eligibility determination records are properly completed and maintained.

12. **Error Identification and Correction**

If errors or discrepancies are identified:

- Corrections are made promptly in accordance with program procedures;
- The correction and supporting documentation are clearly documented in the child's file; and
- Any potential impact on eligibility status is reviewed and resolved.

13. **Staff Retraining and Support**

Staff involved in eligibility determinations receive targeted retraining and technical assistance when errors are identified to prevent recurrence and strengthen compliance.

14. **Documentation of Reviews**

All file reviews, findings, corrective actions, and retraining efforts are documented and maintained for monitoring and compliance purposes.

(I) Program policies and procedures on violating eligibility determination regulations. (Standard 1302.12(I))

A program must establish written policies and procedures that describe all actions taken against staff who intentionally violate federal and program eligibility determination regulations and who enroll pregnant women and children that are not eligible to receive Head Start Services.

PROCEDURE

1. **Policy on Violations**

CSNT maintains written policies and procedures outlining actions taken when staff intentionally violate federal or program eligibility determination regulations or knowingly enroll ineligible children or pregnant women.

2. **Definition of Misconduct**

Any intentional falsification, misrepresentation, or failure to properly verify eligibility is considered a serious violation and may be classified as fraud.

3. **Training Requirements**

All staff involved in eligibility determination receive annual training on eligibility requirements, verification procedures, and fraud prevention. Staff must sign documentation acknowledging completion of this training and understanding of their responsibilities.

4. **Corrective and Disciplinary Action**

Violations of eligibility determination regulations are addressed in accordance with CSNT Personnel Policy 701 (Conduct and Work Rules). Disciplinary actions may include corrective action plans, suspension, or termination of employment, depending on the severity of the violation.

5. **Documentation and Oversight**

All violations, investigations, and resulting actions are documented and maintained in accordance with personnel and program policies. Program leadership ensures appropriate oversight to prevent future violations.

(m) Training on eligibility. (Standard 1302.12(m))

(1) A program must train all governing body, policy council, management, and staff who determine eligibility on applicable federal regulations and program policies and procedures. Training must, at a minimum:

(i) Include methods on how to collect complete and accurate eligibility information from families and third party sources;

(ii) Incorporate strategies for treating families with dignity and respect and for dealing with possible issue of domestic violence, stigma, and privacy; and,

(iii) Explain program policies and procedures that describe actions taken against staff, families or participants who attempt to provide or intentionally provide false information.

(2) A program must train management and staff members who make eligibility determinations within 90 days of hiring new staff.

(3) A program must train all governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council.

(4) A program must develop policies on how often training will be provided after the initial training.

PROCEDURE

1. Initial Staff Training

All staff responsible for determining eligibility must receive training within ninety (90) days of hire. Training includes ERSEA requirements for eligibility, recruitment, selection, enrollment, and attendance.

2. Annual Training Requirements

Staff responsible for eligibility determination receive annual refresher training that includes updates to federal regulations, program policies and procedures, and best practices to ensure ongoing compliance.

3. Required Training Content

Eligibility training includes, at a minimum:

- Methods for collecting complete and accurate eligibility information from families and third-party sources;

- Strategies for treating families with dignity and respect, including sensitivity to issues such as domestic violence, stigma, and confidentiality; and
 - Program policies regarding the prevention, identification, and consequences of providing false or misleading information.
4. **Governing Body and Policy Council Training**
Governing Body and Policy Council members receive eligibility training within one hundred eighty (180) days of the start of their term. Training includes an overview of ERSEA requirements and updates to policies and procedures.
 5. **Ongoing Training and Monitoring**
CSNT provides ongoing training, technical assistance, and supervision to staff to ensure consistent and accurate eligibility determinations. Training frequency and content are reviewed and updated as needed based on program changes, monitoring results, or identified risks.
 6. **Documentation of Training**
All eligibility training is documented, including attendance records, training content, and signed acknowledgments from participants, and maintained in accordance with program recordkeeping requirements.

RECRUITMENT of CHILDREN (Standard 1302.13)

In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services. A program must include modern technologies to encourage and assist families in applying for admission to the program, and to reduce the family's administrative and paperwork burden in the application and enrollment process. A program must include specific efforts to actively locate and recruit children with disabilities and other children in need, including children experiencing homelessness and children in foster care.

PROCEDURE

1. **Data-Driven Recruitment Planning**
The Family Engagement Coordinator develops and implements a recruitment plan based on current Community Assessment data to ensure outreach efforts are responsive to identified community needs.
2. **Priority Populations**
Recruitment efforts prioritize populations identified in the Community Assessment, including low-income families, children experiencing homelessness, children in foster care, families receiving public assistance, and children with diagnosed or suspected disabilities.
3. **Use of Modern Technology**
CSNT utilizes modern technology, including online applications and digital outreach, to reduce barriers, minimize administrative burden, and streamline enrollment for families.
4. **Targeted Community Outreach**
Family Empowerment Staff conduct outreach in locations frequented by income-eligible families,

including public assistance offices, homeless shelters, food banks, healthcare providers, and community centers.

5. Recruitment of Children with Disabilities

Mental Health Consultants and Family Empowerment Staff implement intentional strategies to identify and recruit children with diagnosed or suspected disabilities and ensure timely referral for evaluation, in collaboration with Early Childhood Intervention (ECI), Local Education Agencies (LEAs), and healthcare and developmental service providers.

6. Marketing and Communication

The Family Engagement Coordinator develops and distributes recruitment materials, including flyers and digital content, which are shared throughout the community and on agency social media platforms.

7. Online Application Access

The online application system is reviewed and updated annually and made available to families to apply for the upcoming program year beginning in January.

8. Collaboration with School Districts

When appropriate, Family Empowerment Staff collaborate with local Independent School Districts (ISDs) to share recruitment materials and promote enrollment opportunities, including Round-Up events, through district websites and social media platforms.

9. Re-Enrollment Efforts

Family Empowerment Staff distribute re-enrollment applications to families of currently enrolled children to support continuity of services for the upcoming program year.

10. Spring Round-Up Activities

CSNT conducts Spring Round-Up activities beginning in February to maximize early identification and enrollment of eligible children, including those with disabilities.

11. Ongoing Application Acceptance

Applications are accepted year-round to ensure continuous access to services for eligible families.

12. Inclusive Messaging

Recruitment materials include clear, inclusive messaging that encourages the enrollment of children with disabilities and promotes equitable access to program services.

13. Evaluation of Recruitment Efforts

Recruitment activities and outcomes are reviewed regularly using program data to evaluate effectiveness and make adjustments to ensure outreach efforts successfully reach families with the greatest need.

14. Documentation of Recruitment Activities

All recruitment efforts, outreach activities, partnerships, and strategies are documented in accordance with CSNT policies and procedures to support monitoring and compliance.

SELECTION PROCESS (Standard 1302.14)

(a) Selection Criteria.

(1) A program must annually establish selection criteria that weigh the

prioritization of selection of participants, based on community needs identified in the community needs assessment as described in 132.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) and, other relevant family or child risk factors.

(2) (Not applicable – for Indian Tribes)

(3) If a program serves migrant or seasonal families, it must annually establish selection criteria that weighed the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in 1302.11(b), and give priority to children whose families can demonstrate they have relocated frequently within the past two-years to pursue agricultural work.

(4) If a program operates in a service area where Head Start eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the program must prioritize younger children as part of the selection criteria in paragraph (a)(1) of this section. If this priority would disrupt partnerships with local education agencies, then it is not required.

(5) A program must deny enrollment based on a disability or chronic health condition or its severity.

(6) A program must consider the enrollment of children of staff members as part of the selection criteria in paragraph (a)(1) of this section.

PROCEDURE

1. Establishment of Selection Criteria

CSNT annually establishes and reviews selection criteria based on data from the most recent Community Assessment. Criteria are designed to prioritize children and families with the greatest need for services.

2. Point-Based Ranking System

All eligible applicants are assigned points according to the established selection criteria. Applications are ranked, and children with the highest point totals are selected for enrollment.

3. Priority Populations

Selection criteria prioritize, at a minimum, the following:

- a. Children and families experiencing homelessness (McKinney-Vento Act);
- b. Children in foster care or receiving public assistance (TANF, SSI, SNAP);
- c. Families with incomes at or below the Federal Poverty Guidelines;
- d. Children with diagnosed disabilities or eligible for IDEA services;**
- e. Children transitioning from Early Head Start;
- f. Children from families with additional risk factors identified in the Community Assessment (e.g., barriers to employment, transportation needs, or family instability).

4. **Additional Considerations**

Additional factors may be considered to support family stability and program continuity, including:

- Siblings currently enrolled in the program;
- Parent/guardian status (e.g., single-parent households);
- Families receiving supportive services (e.g., SNAP, WIC, Medicaid, childcare assistance).

5. **Returning Children**

Children who are age-eligible and currently enrolled will be prioritized for continued enrollment into the next program year, provided they remain eligible under Head Start regulations.

6. **No Discrimination Based on Disability**

CSNT does not deny enrollment based on a child's disability or the severity of a chronic health condition. Children with disabilities are prioritized in alignment with federal requirements.

7. **Children of Staff**

Children of staff members may be considered within the selection criteria. To avoid conflicts of interest, every effort is made to ensure that staff are not directly assigned to their own child's classroom or case.

8. **Alignment with Community Needs**

Selection criteria and application questions are reviewed and updated at least annually to ensure alignment with current community needs and to effectively identify families with the greatest need for services.

9. **Special Program Considerations**

CSNT considers the availability of publicly funded pre-kindergarten in the service area and may prioritize younger eligible children when appropriate to ensure services reach those with the greatest unmet need.

10. **Governance Approval of ERSEA Activities**

CSNT ensures that all ERSEA-related policies and procedures are reviewed and formally approved in accordance with Head Start governance requirements. This includes:

- Selection criteria are reviewed annually and formally approved by the Policy Council and Governing Body prior to implementation
- The review and approval of ERSEA policies and procedures, including eligibility, recruitment, selection, enrollment, and attendance practices; and
- The review of recruitment strategies and priorities to ensure alignment with Community Assessment data and program goals.

All approvals are documented in meeting minutes and maintained for monitoring and compliance purposes.

(b) Children eligible for services under IDEA. (Standard 1302.14(b))

(1) A program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS

official grants a waiver.

- (2) If the requirement in paragraph (b)(1) of this section has been met, children eligible for services under IDEA should be prioritized for the available slots in accordance with the program's selection criteria described in paragraph (a) of this section.

PROCEDURE

1. IDEA Enrollment Requirement (10%)

CSNT ensures that at least ten percent (10%) of total funded enrollment is made available to children eligible for services under the Individuals with Disabilities Education Act (IDEA). Enrollment is monitored monthly to ensure ongoing compliance. Funded enrollment includes 465 Head Start Preschool slots and 16 Early Head Start slots, with allowable temporary fluctuations due to partnerships and enrollment adjustments.

2. Identification and Prioritization

Children with diagnosed or suspected disabilities are prioritized through the program's selection criteria and assigned additional points to support enrollment opportunities.

3. Eligibility for IDEA Services

Children counted toward the 10% requirement must meet eligibility criteria for IDEA services, as determined through appropriate evaluation and identification processes.

4. Recruitment Efforts

CSNT conducts targeted recruitment efforts in collaboration with Local Education Agencies (LEAs), Early Intervention (EI) providers, and community partners to identify and enroll children with disabilities.

5. Ongoing Monitoring

Enrollment of children with disabilities is tracked and reviewed monthly to ensure compliance with the 10% requirement and to identify any needed adjustments in recruitment or placement.

6. Waiver Request (if necessary)

If CSNT is unable to meet the 10% requirement despite documented and sustained recruitment efforts, the program will submit a waiver request to the appropriate HHS official in accordance with federal regulations.

(c) Waiting lists. (Standard 1302.14(c))

A program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria.

(d) Understanding barriers to enrollment. (Standard 1302.14 (d))

A program is required to use data from the community assessment to identify the population of eligible children and families and potential barriers to enrollment and attendance, including using data to understand access to transportation for the highest need families. A program must use data to inform ongoing program

improvement efforts as described in 1302.102 to promote enrolling the children most in need of program services.

PROCEDURE

1. Ongoing Recruitment and Waitlist Maintenance

After full enrollment is reached, CSNT continues recruitment efforts throughout the program year in accordance with the ERSEA Plan to maintain a current and active waiting list.

2. Application Processing

Family Empowerment Advocate (FSA) receive applications and review them for completeness. An application is considered complete when it includes:

- A completed application form;
 - Verified family income documentation;
 - Age verification; and
 - Required enrollment documentation.
- Staff provide assistance to families as needed to ensure applications can be completed without barriers.

3. Application Accessibility

Applications are available both online and in hard copy formats and are provided in English and Spanish to ensure accessibility for families.

4. Incomplete Applications

Families with incomplete applications are notified and offered support. Children are not placed on the waiting list until all required documentation is received and the application is complete.

5. Waiting List Management

The waiting list is maintained in ChildPlus and ranks children based on the program's approved selection criteria to ensure those with the greatest need are prioritized for enrollment.

6. Use of Waiting List for Enrollment

Vacancies are filled from the waiting list in rank order based on the program's approved selection criteria to ensure that children with the greatest need are prioritized for enrollment.

Family Empowerment Advocate (FSA) select and enroll children in accordance with this ranking and document the selection decision to demonstrate compliance with ERSEA requirements.

7. Use of Data to Address Barriers

CSNT utilizes Community Assessment data and ongoing program data to identify barriers to enrollment and attendance, including transportation, access to services, and family needs.

8. Continuous Improvement

Data related to recruitment, waitlist trends, and enrollment barriers are reviewed regularly to inform program planning, improve outreach strategies, and ensure services are accessible to the highest-need populations.

ENROLLMENT (Standard 1302.15)

- (a) **Funded enrollment.** A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days.
- (b) **Continuity of enrollment.**
 - (1) A program must make efforts to maintain enrollment of eligible children for the following year.
 - (2) Under exceptional circumstances, a program may maintain a child's enrollment in Head Start Preschool for a third year, provided that family income is verified again.
 - (3) If a program serves homeless children or children in foster care, it must make efforts to maintain the child's enrollment regardless of whether the family or child moves to a different service area, or transition child to a program in a different service area, as required in 1302.72 (a), according to the family needs.
- (c) **Reserved slots.** If a program determines from the community assessment there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the program may reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care, when a vacancy occurs. No more than three percent of the program's funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with paragraph (a) of this section.
- (d) **Other enrollment.** Children from diverse economic backgrounds who are funded with other sources, including private pay, are not considered part of a program's eligible funded enrollment.
- (e) **State immunization enrollment requirements.** A program must comply with state immunization enrollment and attendance requirements, with the exception of the homeless children as described in 1302.16(c)(1).
- (f) **Voluntary parent participation.** Parent participation in any program activity is voluntary, including consent for data sharing, and is not required as a condition of the child's enrollment.
- (g) **User friendly enrollment process.** A program must regularly examine their enrollment processes and implement any identified improvements to streamline the enrollment expenses for families.

PROCEDURE

Maintaining Funded Enrollment

CSNT maintains full funded enrollment throughout the program year. Vacancies are monitored daily to ensure timely enrollment within 30 calendar days

1. **Vacancy Tracking and Timely Placement**

Family Empowerment Advocate (FSA) monitor vacancies daily and promptly select children from the waiting list based on established selection criteria to ensure timely enrollment.

2. **Continuity of Enrollment**

CSNT makes every effort to retain eligible children for the subsequent program year to promote continuity of services and school readiness.

3. **Third Year Enrollment (Exceptional Circumstances)**

In limited and documented exceptional circumstances, a child may remain in Head Start Preschool for a third year, provided eligibility is reverified prior to continued enrollment.

4. **Services for Homeless and Foster Care Children**

CSNT ensures continuity of services for children experiencing homelessness or in foster care. Children may remain enrolled at their current center, when feasible, even if the family relocates outside the service area, or staff will assist with transition to another program based on family needs.

5. **Reserved Enrollment Slots**

Based on Community Assessment data, CSNT may reserve up to three percent (3%) of funded enrollment slots for children experiencing homelessness or in foster care.

- If a reserved slot is not filled within 30 days, it is released and filled in accordance with standard vacancy procedures.

6. **State Immunization Requirements**

CSNT complies with all applicable state immunization requirements for enrollment and attendance, while ensuring that children experiencing homelessness are not excluded due to lack of documentation, in accordance with regulations.

7. **Voluntary Parent Participation**

Parent or guardian participation in program activities is voluntary and is not required as a condition for a child's enrollment or continued participation.

8. **Accessible and User-Friendly Enrollment Process**

CSNT regularly reviews and improves enrollment procedures to ensure they are accessible, efficient, and responsive to family needs, reducing barriers to enrollment.

ATTENDANCE (Standard 1302.16)

(a) **Promoting regular attendance.** A program must track attendance for each child.

(1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's wellbeing.

(2) A program must implement strategies to promote attendance. At a minimum, a program must:

- (i) Provide information about the benefits of regular attendance;**
 - (ii) Support families to promote the child's regular attendance;**
 - (iii) Conduct a home visit or make other direct contact with a child's parents if a child has multiple unexplained absences (such as two consecutive unexplained absences); and,**
 - (iv) Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve attendance among identified children, such as direct contact with parents or intensive case management, as necessary.**
 - (v) Examine barriers to regular attendance, such as access to safe and reliable transportation, and where possible, provide or facilitate transportation for the child if needed.**
- (3) If a child ceases to attend, the program must take appropriate efforts to reengage the family to resume attendance, including as described in paragraph (a)(2) of this section. If the child's attendance does not resume, then the program must consider that slot vacant. This action is not considered expulsion as described in 1302.17.**

PROCEDURE

1. Daily Attendance Tracking

CSNT tracks daily attendance for each child to monitor participation and identify attendance concerns.

2. Child Safety Follow-Up

If a child is unexpectedly absent and the parent/guardian has not notified the program within one hour of the program start time, Family Empowerment Advocate (FSA) will attempt to contact the parent/guardian to ensure the child's safety and well-being.

3. Promoting Regular Attendance

CSNT implements strategies to promote regular attendance, including:

- Educating families on the importance and benefits of consistent attendance;
- Encouraging family engagement and communication;
- Reinforcing attendance expectations during parent meetings and ongoing interactions.

4. **Monitoring Attendance Patterns**

Within the first 60 days of enrollment and on an ongoing basis, Family Empowerment Staff review individual attendance data to identify children at risk of missing 10% or more of program days.

5. **Addressing Attendance Concerns**

When attendance concerns arise (e.g., two or more consecutive unexplained absences or patterns of absenteeism):

- Staff will contact the family to discuss barriers;
- A home visit or direct contact will be conducted, as appropriate;
- Individualized strategies will be developed to support improved attendance.

6. **Barrier Identification and Support**

Family Empowerment Staff assess barriers to attendance (e.g., transportation, health issues, family challenges) and connect families with available resources or supports to help maintain regular attendance.

7. **Excused Absences**

Acceptable reasons for absences may include:

- Illness, hospitalization, or medical conditions;
- Medical, dental, or therapy appointments;
- Family emergencies, including death in the family;
- Communicable illnesses or temporary health conditions;
- Weather or program closures;
- Other documented family circumstances affecting attendance.

Documentation (such as a parent note or medical verification) is collected when appropriate.

8. **Re-Engagement Efforts**

If a child stops attending, staff will make documented efforts to re-engage the family, including phone calls, home visits, and support services.

9. **Vacancy Determination**

If re-engagement efforts are unsuccessful and the child does not resume attendance, the slot will be considered vacant and filled in accordance with enrollment procedures. This action is not considered expulsion.

10. **Documentation of Attendance Actions**

All attendance-related activities, including parent contacts, follow-up attempts, home visits, identified barriers, and implemented interventions, are fully documented in the child's record. Documentation must reflect the date, method of contact, outcome, and any follow-up actions taken.

(b) Managing systematic program attendance issues. (Standard 1302.16(b)) If a program's monthly average daily attendance rate falls below 85 percent, the

program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. The program must use the data to make necessary changes in a timely manner as part of ongoing oversight and correction as described in 1302.102(b) and inform its continuous improvement efforts as described in 130.1025(c).

PROCEDURE

1. Monitoring Attendance Rates

CSNT monitors monthly average daily attendance (ADA) to ensure it remains at or above 85 percent.

2. Analysis of Attendance Below 85%

If attendance falls below 85%, administrative and program staff will analyze attendance data to identify trends, patterns, and root causes contributing to absenteeism (e.g., transportation issues, illness, family needs, scheduling barriers).

3. Identification of Systemic Issues

Staff will review program-wide and site-level data to determine whether absenteeism is linked to broader systemic issues affecting multiple families or locations.

4. Corrective Action and Program Improvements

Based on data analysis, CSNT will implement timely and appropriate corrective actions, which may include:

- Adjustments to program schedules or services;
- Enhanced family engagement strategies;
- Increased support services or referrals;
- Transportation or access solutions; and/or
- Staff training or process improvements.

5. Ongoing Monitoring and Continuous Improvement

Attendance data and improvement strategies are reviewed regularly as part of ongoing oversight. Findings are used to inform continuous quality improvement efforts in accordance with program goals and requirements under 1302.102.

6. Documentation

All analyses, identified issues, and corrective actions are documented and maintained for monitoring and compliance purposes.

(c) Supporting attendance of homeless children. (Standard 1302.16(c))

- 1. If a program determines a child is eligible under 1302.12(c)(1)(iii), it must allow the child to attend for up to 90 days or as long as allowed under state licensing requirements, without immunization and other records, to give the**

family reasonable time to present these documents. A program must work with families to get children immunized as soon as possible in order to comply with state licensing requirements.

- 2. If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program must utilize community resources, where possible, to provide transportation for the child.**

PROCEDURE

- 1. Enrollment Without Immunization Records**

Children experiencing homelessness are allowed to enroll and attend the program without required immunization or health records for up to the period permitted by Texas state licensing requirements (up to 30 days).

- Family Empowerment Advocate (FSA) will work closely with families to obtain required documentation as soon as possible.
- Staff will also assist families in accessing immunization services and other health resources to ensure compliance within the allowable timeframe.

- 2. Transportation Support**

If a child experiencing homelessness is unable to attend regularly due to lack of transportation, CSNT will collaborate with community partners and available resources to support transportation needs whenever possible.

- 3. Family Support and Follow-Up**

Family Empowerment Staff maintain ongoing contact with families experiencing homelessness to monitor progress in obtaining required documents and to address barriers impacting consistent attendance.

- 4. Documentation**

All efforts to support enrollment, attendance, and document collection for children experiencing homelessness are documented in the child's record.

SUSPENSION AND EXPULSION (Standard 1302.17)

(a) Limitations on suspension.

(1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that has not been reduced or eliminated by the provision of interventions and supports recommended by the mental health consultant and the program needs time to put additional appropriate services in place.

(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialist, or other resources – as needed, to determine no other reasonable option is appropriate.

(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensure child safety. A program must explore all possible steps and document all steps taken to address the behavior(s) and supports needed to facilitate the child’s safe reentry and continued participation in the program. Such steps must include, at a minimum:

- (i) Continuing to engage with the parents, mental health consultant, and other appropriate staff , and continuing to utilize appropriate community resources;**
- (ii) Providing additional program supports and services including home visits; and**
- (iii) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate or if the child has an individualized Family Empowerment plan (IFSP) or Individualized Education Plan (IEP), consulting with the responsible agency to ensure the child receives the needed support services.**

PROCEDURE

1. Prohibition and Limitation

CSNT prohibits expulsion and severely limits the use of suspension. Temporary suspension is only used in extraordinary circumstances involving a serious safety threat.

2. Behavior Documentation

When a child exhibits persistent or significant challenging behaviors:

- Teaching staff document behaviors, including dates, times, frequency, and descriptions;
- Management staff, Education Coordinators, and/or consultants observe the classroom and document findings.

3. Collaboration and Intervention

Prior to considering any suspension:

- Staff engage the Mental Health Consultant;
- Parents/guardians are contacted and invited to participate in collaborative discussions;

- Appropriate specialists and community resources (e.g., behavior specialists, psychologists) are consulted.

4. **Planning and Support Strategies**

Based on collected data and team input:

- A Behavior Support or Behavior Modification Plan is developed with family participation;
- The plan includes individualized strategies, classroom supports, and clear goals;
- Home visits and additional family support services may be implemented.

5. **Consideration of IDEA Services**

If appropriate, the child may be referred to the Local Education Agency (LEA) for evaluation to determine eligibility for services under IDEA. If the child already has an IFSP or IEP, CSNT coordinates with the responsible agency to ensure appropriate supports are in place.

6. **Temporary Suspension (Last Resort Only)**

If all interventions have been implemented and a serious safety concern remains:

- A temporary suspension may be used only as a last resort;
- The program must document all steps taken prior to this decision;
- The suspension must be as brief as possible.

7. **Reentry and Continued Support**

CSNT prioritizes the child's return to full participation as quickly as possible by:

- Continuing collaboration with parents, mental health consultants, and specialists;
- Updating and strengthening behavior support strategies;
- Providing additional services, including home visits and individualized supports.

8. **Documentation**

All actions, interventions, consultations, and decisions related to behavior support and any suspension must be fully documented in the child's record.

(b) Prohibition on expulsion. (Standard 1302.17(b))

(1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.

(2) When a child exhibits persistent and behavioral concerns, a program must explore all possible steps and document all steps taken to address such problems and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the

Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:

(i) If the child has an individualized family service plan (IFSP) or individualized education plan (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,

(ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA 9if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

PROCEDURE

1. Prohibition on Expulsion

CSNT does not expel or unenroll a child from the program due to a child's behavior.

2. Response to Challenging Behavior

When a child exhibits persistent or serious challenging behaviors, CSNT implements a comprehensive, team-based approach that includes:

- Engaging the parent/guardian as active partners in addressing concerns;
- Collaborating with classroom staff to implement appropriate strategies;
- Consulting with the Mental Health Consultant to assess behavior and recommend interventions;
- Utilizing community resources and specialists, as appropriate.

3. Individualized Supports and Planning

Based on assessment and collaboration:

- Individualized behavior support plans are developed and implemented;
- Additional services such as home visits and family support are provided;
- Program staff document all interventions, supports, and progress.

4. IDEA and Section 504 Consideration

- If the child has an IFSP or IEP, CSNT collaborates with the responsible agency to ensure all services are implemented as required.
- If the child does not have an IFSP or IEP, CSNT works with the parent/guardian and, with written consent, refers the child to the Local Education Agency (LEA) for evaluation under IDEA.
- CSNT also considers eligibility for supports under Section 504 of the Rehabilitation Act to ensure the child is not excluded on the basis of disability.

5. **Transition to a More Appropriate Placement (Rare Circumstances)**

Only after:

- All appropriate interventions and supports have been implemented and documented;
- Ongoing consultation has occurred with the parent/guardian, Mental Health Consultant, teaching staff, and IDEA representatives (if applicable); and
- The child's continued enrollment presents a serious and ongoing safety risk;

CSNT may determine that the current program is not the most appropriate placement. In such cases, CSNT will:

- Work collaboratively with the family and relevant agencies;
- Directly facilitate a smooth and supported transition to a more appropriate placement;
- Ensure continuity of services for the child to the greatest extent possible.

6. **Documentation**

All steps, including observations, consultations, parent communications, interventions, referrals, and transition efforts, are thoroughly documented in the child's record.

FEES (Standard 1302.18)

(a) Policy on fees.

A program must not charge eligible families a fee to participate in Head Start, including special events such as field trips, and cannot in any way condition an eligible child's enrollment or participation in the program upon the payment of a fee.

(b) Allowable fees.

(1) A program must only accept a fee from families of enrolled children for services that are in addition to the services funded by Head Start, such as child care before or after funded Head Start hours. A program may not condition a Head Start child's enrollment on the ability to pay a fee for additional hours.

(2) In order to support programs serving children from diverse economic backgrounds or using multiple funding sources, a program may charge fees to private pay families and other non-Head Start enrolled families to the extent

allowed by any other applicable federal, state or local funding sources.

PROCEDURE

No Fees for Head Start Services

CSNT does not charge any fees to eligible families for participation in Head Start or Early Head Start services, including program activities such as field trips or special events.



Disabilities & Mental Health Operating Procedures Manual

*Aligned with the 2024 Head Start
Program Performance Standards*

(Standards 1302.50 - 1302.53)

(Standards 1302.70 - 1302.72)

(Standards 1302.20 - 1302.24)

(Standards 1302.60 - 1302.63)

Revised 6/1/2026

During a state of emergency triggered by the Federal, state and/or local governments these administrative policies and procedures as well as the Operating Manuals, the Finance Manual, and the Personnel Policies and Procedures will be amended to include instructions from the Federal, State, and Local Governments. Copies of these amended policies and procedures will be included where necessary.

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I. Purpose

Community Services of Northeast Texas, Inc. (CSNT) Head Start must ensure that comprehensive mental health and disabilities services are implemented in accordance with the Head Start Program Performance Standards (45 CFR Part 1301–1305).

The purpose of this policy is to:

- Ensure all enrolled children receive timely screening, evaluation, and appropriate services
- Promote social-emotional development, school readiness, and overall well-being
- Provide a systematic, coordinated approach to prevention, identification, and intervention
- Ensure compliance with federal, state, and local regulations

CSNT Head Start will implement systems and procedures that support positive mental health, including relationship-based practices, trauma-informed approaches, and inclusive services for children with disabilities.

•

II. Scope

This policy applies to all program operations and service areas, including:

- All enrolled children and families
- All staff, consultants, contractors, and volunteers
- Mental health consultants and community service providers
- Partnerships with Local Education Agencies (LEAs) and Early Childhood Intervention (ECI)

This policy governs the following required activities:

- Developmental, sensory, and social-emotional screenings within 45 days of enrollment
- Referral and evaluation processes, including obtaining and documenting parental consent
- Implementation and monitoring of IEPs and IFSPs
- Mental health consultation and classroom support services
- Family engagement, education, and support services
- Staff training and professional development
- Data collection, documentation, and ongoing monitoring in Child Plus

All staff must follow established procedures and maintain required documentation to demonstrate compliance.

III. Authority

This policy is established in accordance with:

- Head Start Program Performance Standards (45 CFR Part 1302.45, 1302.50–1302.53, 1302.60–1302.63, 1302.70–1302.72)
- Individuals with Disabilities Education Act (IDEA)
- Family Educational Rights and Privacy Act (FERPA)
- Applicable state licensing regulations

CSNT Head Start must ensure full compliance with all applicable laws and regulations.

The following positions are responsible for oversight and implementation:

- Head Start Director – overall program compliance and monitoring
- Education Coordinator – implementation of education and disabilities services
- Mental Health/Disabilities Staff – coordination of referrals, services, and documentation
- Campus Directors – on-site implementation and supervision

All staff are accountable for implementing assigned responsibilities and participating in required training.

IV. Identification of Needs and Assessments

A. Disabilities (HSPPS 1302.12 and 1302.14(b))

Selection and Enrollment

CSNT Head Start must maintain and implement written procedures to ensure the identification, recruitment, selection, and enrollment of children with disabilities in accordance with 45 CFR §§1302.12 and 1302.14(b).

The program will actively recruit and prioritize enrollment of children with diagnosed or suspected disabilities throughout the program year. The Family Engagement Coordinator, in collaboration with program staff, must implement ongoing recruitment efforts to identify and enroll children with disabilities, including those receiving Early Childhood Intervention (ECI) or special education services.

CSNT Head Start must ensure:

- No child is denied enrollment based on the type or severity of a disability
- Enrollment includes, at a minimum, 10 percent of funded enrollment of children eligible under IDEA, unless a waiver is approved
- Children with disabilities are prioritized in the selection process based on program criteria and community needs

B. Coordination with Local Education Agencies (LEA) and TEA Requirements (HSPPS 1302.60–1302.63)

CSNT Head Start must collaborate with Local Education Agencies (LEAs) and comply with the Individuals with Disabilities Education Act (IDEA) and Texas Education Agency (TEA) regulations.

Eligibility for special education services must be determined by the Admission, Review, and Dismissal (ARD) Committee in accordance with federal and state regulations (34 CFR §§300.301–300.306).

The program will ensure:

- Referrals are made to LEAs or appropriate agencies with documented parental consent
- Evaluations are conducted by qualified licensed professionals

- Multidisciplinary teams include required professionals (e.g., diagnostician, LSSP, or other certified Coordinator)
 - Staff participate in ARD meetings and support implementation of services
-

C. Program Procedures for Disabilities Services

CSNT Head Start must implement inclusive practices and individualized supports for children with disabilities.

The program will ensure:

1. Children with disabilities are provided equal access to all program services and activities
2. A range of placement options is available, including:
 - Full inclusion in Head Start classrooms
 - Dual enrollment with LEA services
 - Other appropriate program options based on child need
3. The Mental Health/Disabilities staff and Family Engagement Coordinator must monitor enrollment data to ensure the program meets or exceeds the required 10 percent enrollment of children with disabilities

Documentation of recruitment, enrollment efforts, and services must be maintained and available for review.

D. Assessments (Screening and Evaluation) (HSPPS 1302.33 and 1302.45)

CSNT Head Start must conduct timely screenings and assessments to identify children's developmental, behavioral, and health needs.

The program will ensure:

1. Screenings
 - All children receive developmental and social-emotional screenings within 45 calendar days of enrollment
 - Screenings address the following domains:
 - Cognitive
 - Motor
 - Language and speech

- Social-emotional development
 - 2. Health Requirements
 - A complete health history is obtained for each child
 - Parents are supported in obtaining required:
 - Vision screenings
 - Hearing screenings
 - Physical examinations
 - 3. Initial Intake and Documentation
 - The Mental Health/Disabilities staff must review enrollment documentation and identify any concerns related to:
 - Prior ECI services
 - Existing IEP or IFSP
 - Parent or staff concerns
 - Identified concerns must be documented and referred to the appropriate Coordinator for follow-up services
 - 4. Referral and Follow-Up
 - Children with identified concerns must be referred promptly with documented parental consent
 - Follow-up actions and outcomes must be documented in the child record and data system (e.g., Child Plus)
-

E. Re-screening and Special Considerations

The program may allow a limited adjustment period for children who:

- Are dual language learners
- Require additional time to acclimate to the classroom environment

In these cases:

- A re-screening may be conducted within a reasonable timeframe (e.g., up to three weeks)
- Appropriate supports, including interpreters or translators, must be provided to ensure accurate screening results

All re-screening activities and justifications must be documented.

V. Response to Intervention (RTI) and Referral Process

CSNT Head Start must implement a systematic Response to Intervention (RTI) process to ensure early identification, intervention, and referral for children with developmental, behavioral, or educational concerns, in accordance with HSPPS §§1302.45 and 1302.60–1302.63.

The RTI process must include documented steps for identification, intervention, referral, evaluation, and follow-up, ensuring timely and coordinated services for all children.

A. Referral and Evaluation Process

When a concern is identified through screening, observation, or parent report, the program must initiate the referral process promptly.

The program will ensure:

1. Referrals are made to appropriate licensed professionals or Local Education Agencies (LEAs), including:
 - Speech Pathologists
 - Diagnosticians
 - Licensed Therapists
 - Other qualified Coordinators
 2. Written parental consent is obtained prior to any referral or evaluation
 3. Referrals are submitted in a timely manner, and all actions are:
 - Documented on the referral form
 - Entered into the Child Plus data system
 - Maintained in the child's file
 4. The program must track all referrals and outcomes, including:
 - Date of referral
 - Agency referred to
 - Evaluation status
 - Eligibility determination
-

B. Documentation and File Management

CSNT Head Start must maintain organized and confidential documentation for all children participating in the RTI and referral process.

The program will ensure:

1. All referral documentation is:
 - Maintained in a designated Special Services (Yellow) Folder
 - Entered into Child Plus
 - Shared with appropriate LEA/ISD personnel as needed, with consent
2. Documentation includes, at a minimum:
 - Referral forms
 - Screening results
 - Parent consent forms
 - Intervention documentation
 - Communication records
3. All records are stored in locked file cabinets or secure electronic systems in compliance with FERPA and program confidentiality policies

C. Staff Roles and Responsibilities

CSNT Head Start must ensure staff understand and implement their roles within the RTI and referral process.

The following positions share responsibility for implementation and documentation:

- **Education Coordinator** – oversees implementation and monitors compliance
- **Family Engagement Coordinator** – supports family communication, consent, and referrals
- **Mental Health Advocates** – coordinates referrals, documentation, and follow-up services
- **Campus Director** – ensures on-site compliance and staff accountability
- **Teachers** – conduct observations, implement interventions, and document child progress

All staff must follow established procedures, maintain documentation, and participate in required training.

D. Intervention and Monitoring

Prior to referral, the program must implement appropriate interventions and document outcomes, unless immediate referral is warranted.

The program will ensure:

- Classroom interventions are implemented and documented
 - Progress is monitored over time
 - Decision-making is based on data, observations, and input from staff and families
-

E. Special Services Files and IEP Implementation

For children determined eligible for services under IDEA, CSNT Head Start must ensure proper documentation, implementation, and monitoring of services.

The program will ensure:

1. **IEP Documentation**
 - A copy of the child's IEP goals is obtained from the LEA during the ARD meeting
 - IEP goal sheets are maintained in the child's Special Services (Green) Folder in a secure location
 - Relevant documentation is uploaded into Child Plus
2. **Access to Records**
 - Additional ARD documentation is maintained by the LEA and may be accessed by authorized staff as needed
 - Confidentiality is maintained at all times
3. **Classroom Implementation**
 - Teachers maintain a working copy of IEP goals and objectives in the classroom
 - Teachers must implement individualized strategies aligned with IEP goals
 - Progress is documented using the Individualization Plan
4. **Confidentiality**
 - Children are identified using Child Plus ID numbers in documentation
 - All records are handled in accordance with FERPA and program confidentiality policies

RTI STEP-BY-STEP FLOWCHART

Tier 1 – Universal Support (All Children)



Step 1: Screening (Within 45 Days)

- Conduct developmental & social-emotional screening
- Document results in Child Plus
- Share results with parents



Decision Point:

- ✓ If NO concerns → Continue classroom supports
 - ⚠ If concerns identified → Move to Tier 2
-

Tier 2 – Targeted Intervention



Step 2: Teacher Observation & Documentation

- Document behaviors/concerns (dates, times, examples)
- Collect work samples
- Notify Campus Director / MHA



Step 3: Implement Interventions

- Apply classroom strategies
- Use behavior/development supports
- Document interventions (minimum 10 days recommended)



Step 4: Parent Communication

- Meet with family
- Discuss concerns and strategies
- Document meeting



Step 5: Progress Review (RTI Meeting/CIT)

- Review:
 - Screening results
 - Observations
 - Intervention data
- Determine outcome



Decision Point:

- ✓ Progress made → Continue Tier 2 supports
 - ⚠ No progress → Move to Tier 3
-

Tier 3 – Intensive Intervention & Referral



Step 6: Obtain Parent Consent

- Written consent REQUIRED
- Document in file + Child Plus



Step 7: Submit Referral

- Refer to LEA / ECI / Coordinator
- Complete referral form
- Log referral in tracking system



Step 8: Continue Classroom Support

- Continue interventions during evaluation process
- Maintain documentation



Step 9: Evaluation by Licensed Professional

- LEA conducts evaluation
- Timeline monitored by staff

**Decision Point:**

- ✓ Eligible → Proceed to IEP/IFSP services
 - ✗ Not eligible → Continue RTI supports
-

Services Implementation

**Step 10: ARD / IFSP Meeting**

- Staff participates
- Parents informed of rights
- Services approved

**Step 11: Implement Plan**

- Teacher implements IEP goals
- Document on Individualization Plan
- Monitor progress regularly

**Step 12: Ongoing Monitoring**

- Review progress
- Update strategies
- Maintain documentation

VI. Mental Health Services

CSNT Head Start **must implement a comprehensive and coordinated system of mental health services** that promotes children's social-emotional development and school readiness in accordance with HSPPS §§1302.32(a) and 1302.45.

The program **will ensure** that mental health services are integrated into all aspects of program operations, including classroom environments, family engagement, staff support, and individualized interventions.

Mental health services **must include prevention, early identification, intervention, and ongoing monitoring**, and must be supported through collaboration with qualified Mental Health Professionals.

A. Mental Health Screenings and Consultation (HSPPS 1302.32(a) and 1302.45)

CSNT Head Start **must provide ongoing mental health consultation and support** to ensure nurturing, responsive, and developmentally appropriate learning environments.

The program **will ensure**:

1. Classroom Observations

- A qualified Mental Health Professional **conducts classroom observations at least annually**, and more frequently as needed
 - Observations assess:
 - Classroom climate
 - Teacher-child interactions
 - Developmental appropriateness of activities
 - Written observation reports **must be provided to staff** and used to improve classroom practices
-

1. Universal Mental Health Support

- Mental Health Professionals **must provide guidance and training** to staff and families on:
 - Child development
 - Social-emotional development
 - Positive behavior strategies

- Stress management and coping skills
 - Staff **must implement recommended strategies** in the classroom
-

1. Identification and Referral

- Children exhibiting atypical or concerning behaviors **must be referred** to the Mental Health/Disabilities staff
 - Referrals **must be documented** and include:
 - Description of behavior
 - Prior interventions
 - Parent communication
-

1. Targeted Observation and Intervention

- Upon referral, the Mental Health Professional and/or Education Coordinator **must conduct additional observations**
 - Recommendations for intervention **must be provided to classroom staff and documented**
-

1. Intensive Evaluation and Behavior Planning

- If concerns persist, the Mental Health Professional **must conduct a comprehensive evaluation**, which may include:
 - Multiple observation settings (classroom and, when appropriate, home)
 - Use of multiple assessment tools to ensure unbiased results
- A **Behavior Support Plan** must be developed with:
 - Input from staff and parents
 - Clearly defined goals and strategies

All evaluation results and plans **must be documented and maintained** in the child's confidential record (e.g., designated mental health folder and Child Plus system).

1. Collaboration and Family Engagement

- Behavior goals and intervention strategies **must be developed collaboratively** with:
 - Parents
 - Teaching staff

- Mental Health Professionals
 - Meetings with parents and staff **must occur regularly** to review child progress and update plans
-

1. **Training and Technical Assistance**

- Mental Health Professionals **must provide ongoing training and technical assistance** to staff and families
 - Training topics may include:
 - Classroom management
 - Social-emotional development
 - Addressing challenging behaviors
 - Training participation **must be documented**
-

1. **Monitoring and Oversight**

- The Education Coordinator **must monitor implementation of mental health services** to ensure:
 - Strategies are implemented as designed
 - Progress is documented
 - Concerns are addressed in a timely manner
-

1. **Documentation Requirements**

- All mental health services **must be documented**, including:
 - Observations
 - Referrals
 - Behavior plans
 - Parent meetings
 - Follow-up actions
 - Records **must be maintained securely** in accordance with FERPA and program policies
-

1. **Classroom Implementation**

- Teachers **must implement recommended mental health strategies** and document:
 - Interventions used
 - Child response to interventions

- Ongoing communication with Mental Health staff **must be maintained**
-

B. Severe Emotional and Behavioral Concerns (HSPPS 1302.45 and 1302.60–1302.63)

CSNT Head Start **must ensure that children with significant emotional or behavioral concerns receive timely and appropriate intervention.**

The program **will ensure:**

1. Identification

- Children demonstrating:
 - Below-average social/emotional scores (e.g., DIAL-4, E-DECA)
 - Persistent challenging behaviors**must be identified for further review**
-

1. Monitoring and Intervention

- The Education Coordinator and Mental Health Professional **must monitor the child's behavior**
 - Classroom interventions **must be implemented and documented prior to referral**, unless immediate action is required
-

1. Classroom Support

- Staff **must first receive guidance and support** to:
 - Rule out classroom management concerns
 - Implement appropriate behavior strategies
 - All strategies and outcomes **must be documented**
-

1. Follow-Up

- If behavior does not improve:
 - Additional interventions **must be implemented**
 - Referral to outside agencies or Coordinators **must be considered with parent consent**

VII. Health Impairment and Diagnostic Evaluation

(HSPPS §§1302.45 and 1302.60–1302.63)

CSNT Head Start **must ensure that children with suspected or diagnosed health impairments receive timely identification, appropriate referrals, and coordinated services**, in accordance with Head Start Program Performance Standards and IDEA requirements.

The program **will not delay services or supports pending a formal diagnosis**, when a child demonstrates a need for assistance.

A. Identification and Referral

CSNT Head Start **must implement procedures to identify children with health impairments or suspected conditions**, including but not limited to:

- Asthma
- Seizure disorders
- Chronic health conditions
- Developmental or functional limitations

The program **will ensure**:

1. Children with suspected health concerns are **identified through screening, observation, or parent report**
 2. Referrals for further evaluation are made **promptly and documented**
 3. **Written parental consent is obtained prior to sharing or requesting any medical or diagnostic information**
-

B. Diagnostic Evaluation

The program **must coordinate with qualified medical and health professionals** to obtain appropriate documentation when needed to support services.

The program **will ensure**:

1. Diagnostic evaluations are conducted by **licensed or qualified health practitioners** when indicated

2. Documentation of diagnoses or medical needs is:
 - Maintained in the child's confidential file
 - Entered into the program data system (Child Plus or equivalent)
 3. The program **does not require a formal diagnosis to initiate supports or referrals**, but will pursue documentation to ensure appropriate long-term services
-

C. Service Coordination and Support Plans

For children with identified health impairments, CSNT Head Start **must ensure appropriate care plans and accommodations are in place**.

The program **will ensure**:

1. A **health care plan or physician's action plan** is obtained when required to support the child's safety and participation
 2. Staff **are trained and informed** on how to implement the child's health plan
 3. Necessary accommodations **are implemented in the classroom setting**
-

D. Role of Family Engagement and Staff

CSNT Head Start **must ensure coordination between families, staff, and health providers**.

The program **will ensure**:

1. The Family Engagement Coordinator and appropriate staff:
 - Assist families in obtaining health evaluations and documentation
 - Provide referrals to community health providers
 - Support families in understanding their child's health needs
 2. All communication and documentation exchanges **require parental consent and must be documented**
-

E. Documentation and Monitoring

The program **must maintain complete and accurate records** related to health impairments.

The program **will ensure**:

- All referrals, evaluations, and health plans are **documented and up to date**
- Records are **maintained in secure locations** in compliance with FERPA and confidentiality policies
- Implementation of health-related supports **is monitored on an ongoing basis**

VIII. Goals of Individualized Services

(HSPPS §§1302.45 and 1302.60–1302.63)

CSNT Head Start **must ensure that individualized services are implemented to meet the unique developmental, educational, and mental health needs of each child.** Services must be coordinated, data-driven, and aligned with Head Start Program Performance Standards, IDEA, and applicable state regulations.

The program **will ensure that all individualized services support school readiness, social competence, and full participation in the Head Start program.**

A. Disabilities Services

CSNT Head Start **must implement disabilities services in accordance with HSPPS §§1302.61–1302.63,** ensuring children with disabilities receive appropriate, timely, and coordinated services.

Program Goals and Requirements

The program **will ensure:**

1. **Screening and Re-Screening**
 - Children with low or concerning screening results **must be re-screened or further assessed in a timely manner**
 - Follow-up actions **must be documented**
-

1. **Provision of Services**
 - Children with disabilities **must receive special education and related services** to support their maximum development
 - Services **must align with the child’s IEP or IFSP,** as applicable
 - Children **must be supported to participate fully in the Head Start program**
-

1. **Coordination with LEAs and Agencies**

- The program **must maintain active interagency agreements** with Local Education Agencies (LEAs) and other providers
 - Agreements **must support coordination of services**, including:
 - Child Find activities
 - Referral and evaluation processes
 - ARD/IEP meetings
 - Resource sharing
-

1. Individualization of Services

- Teaching staff **must implement individualized instruction and accommodations** based on each child's needs
 - Learning activities **must be developmentally appropriate** and inclusive
 - Children's individual differences **must be recognized and supported**
-

1. Use of Community Resources

- The program **must utilize available community resources** to support children's needs
 - Referrals to specialized services **must be made when appropriate and documented**
-

1. Enrollment Requirement

- The program **must ensure that at least 10 percent of total funded enrollment consists of children with disabilities** unless a waiver is approved
 - Recruitment and enrollment efforts **must be ongoing and documented**
-

1. Compliance with IDEA and State Regulations

- The program **must follow all applicable IDEA and Texas Education Code requirements**
 - Eligibility determinations **must be made by qualified professionals and ARD Committees**
 - Services **must align with federal and state disability eligibility definitions**
-

B. Mental Health Services

CSNT Head Start **must implement a comprehensive mental health system using a tiered approach**, in accordance with HSPPS §§1302.45 and 1302.50–1302.53.

Service Delivery Model

The program **will ensure a three-tiered approach**:

- **Tier 1: Universal Mental Wellness Supports**
 - **Tier 2: Targeted Interventions**
 - **Tier 3: Intensive Individualized Services**
-

Program Goals and Requirements

The program **will ensure**:

1. **Promotion of Social-Emotional Development**
 - All children **must receive support to develop emotional, cognitive, and social skills**
 - Services **must promote school readiness and social competence**
-

1. **Prevention and Early Intervention**
 - The program **must emphasize prevention and early intervention** for behavioral and emotional concerns
 - Children exhibiting challenges **must receive timely support and intervention**
-

1. **Family and Staff Support**
 - Staff and families **must receive training and guidance** on:
 - Child development
 - Social-emotional growth
 - Positive behavior strategies
 - Training activities **must be documented**
-

1. Individualized Mental Health Services

- Children with identified needs **must receive individualized mental health supports**
 - Services **must be coordinated with families and community providers**
-

1. Use of Community Partnerships

- The program **must utilize community mental health resources** to support children and families
 - Referrals and services **must be coordinated and documented**
-

1. Access to Services

- Children and families **must have access to all available mental health services**
 - Services **must not be delayed due to lack of diagnosis**
-

1. Ongoing Staff Development

- The program **must provide ongoing training and professional development** to staff
- Training **must strengthen staff capacity** to:
 - Prevent challenging behaviors
 - Implement interventions
 - Support children and families effectively

IX. Diagnostic Criteria for Reporting

(HSPPS §§1302.45 and 1302.60–1302.63)

CSNT Head Start **must ensure that children suspected of having a disability or needing specialized services are identified, referred, and evaluated in a timely and compliant manner.**

The program **will not delay support services pending a formal diagnosis**, but will coordinate with qualified professionals to obtain appropriate evaluations when needed.

Program Requirements

The program **will ensure:**

1. Identification and Referral

- Children with developmental, behavioral, or health concerns **must be identified through screening, observation, or parent report**
 - Referrals **must be made promptly** to qualified professionals or agencies
-

1. Evaluation and Diagnosis

- Formal eligibility for special education services **must be determined by licensed or certified professionals** in accordance with IDEA and applicable state regulations
 - Determinations **must be completed through the appropriate multidisciplinary team or ARD Committee**
-

1. Access to Services

- Children **must receive appropriate interventions and supports regardless of diagnostic status**
 - A formal diagnosis **supports eligibility determination but is not required to initiate classroom-based interventions or referrals**
-

1. Documentation

- All referrals, evaluations, and determinations **must be documented and maintained in the child's confidential record**
- Documentation **must be entered into Child Plus or approved data systems**

X. Implementation of Special Services and Mental Health Program

(HSPPS 45 CFR Part 1301–1305)

CSNT Head Start **must implement a coordinated system of mental health and disabilities services** that includes prevention, early identification, intervention, and ongoing monitoring.

The program **will ensure services are integrated across all program areas**, including classrooms, family engagement, staff support, and community partnerships.

A. Mental Wellness Services for Children

CSNT Head Start **must provide universal, targeted, and individualized mental health services to all children.**

1. Classroom Mental Wellness (Tier 1 – Universal Supports)

The program **will ensure:**

- Mental wellness practices are embedded in daily instruction through **research-based curriculum and strategies (e.g., Conscious Discipline)**
 - Classrooms promote:
 - Positive relationships
 - Emotional regulation
 - Social competence
 - Teaching staff **must implement mental health strategies consistently and document practices as required**
-

2. Mental Health Consultation Schedule

A. Purpose

CSNT Head Start **must ensure ongoing access to qualified mental health consultation services** to support children's social-emotional development, staff capacity, and positive classroom environments.

The purpose of this schedule is to establish **clear frequency, structure, and documentation requirements** for Mental Health Consultant (MHC) services.

B. Frequency of Services

CSNT Head Start **will ensure Mental Health Consultation services are provided on a regular and ongoing basis.**

Minimum Required Schedule

1. Classroom Observations

- Each classroom **must be observed at least one (1) time per program year:**
 - Fall (baseline observation)
 - Winter (mid-year review)
 - Spring (end-of-year follow-up)
-

1. Monthly Consultation Availability

- Mental Health Consultants **must be available at least monthly** for:
 - Case consultation
 - Staff support
 - Follow-up services
-

1. Targeted and Intensive Support

- Classrooms or children identified with concerns **must receive additional consultation as needed**, including:
 - Follow-up observations
 - Behavior plan development
 - Staff coaching

C. Required Mental Health Consultant Activities

The program **will ensure Mental Health Consultants provide the following services:**

1. Classroom-Level Support

- Observe classroom environments and interactions
 - Provide written feedback and recommendations
 - Support development of positive classroom management strategies
-

2. Child-Level Support

- Participate in RTI/CIT processes
 - Conduct targeted observations of children with behavioral or emotional concerns
 - Assist in developing and monitoring Behavior Support Plans
-

3. Staff Support and Coaching

- Provide individualized coaching to teachers
 - Support implementation of trauma-informed and positive behavior practices
 - Participate in reflective supervision (recommended)
-

4. Family Support

- Participate in parent meetings when appropriate
 - Provide resources and guidance to families
 - Assist with referrals to community mental health services
-

5. Training and Professional Development

- Provide staff training **at least twice per program year**, including:
 - Social-emotional development

- Behavior management strategies
 - Trauma-informed care
-

D. Documentation Requirements

CSNT Head Start **must ensure all mental health consultation activities are documented.**

The program **will maintain the following documentation:**

- Classroom observation reports
- Consultation notes
- Behavior Support Plans
- Training agendas and sign-in sheets
- Follow-up recommendations

All documentation **must be:**

- Entered into Child Plus or designated system
 - Maintained in child or program files
 - Available for monitoring review
-

E. Coordination and Communication

The program **must ensure ongoing communication between the Mental Health Consultant and program staff.**

The program **will ensure:**

- Regular communication between MHC, Education Coordinator, and Campus Directors
 - Timely sharing of recommendations with teaching staff
 - Follow-up on implementation of strategies
-

F. Monitoring and Oversight

CSNT Head Start **must monitor the effectiveness of mental health consultation services.**

The program **will ensure**:

- Review of consultation logs and reports
 - Monitoring of:
 - Frequency of visits
 - Implementation of recommendations
 - Impact on classroom and child outcomes
 - Identification of:
 - Trends
 - Training needs
 - Areas for improvement
-

G. Staffing and Qualifications

The program **must ensure Mental Health Consultants are qualified professionals** with appropriate credentials and experience in early childhood mental health.

3. Screening and Follow-Up

- Parents **complete a social-emotional screening (e.g., E-DECA) within 45 days of enrollment**
 - Results **must be shared with parents and documented**
 - Children identified with concerns **must receive follow-up observations and interventions**
-

4. Targeted and Intensive Services (Tier 2 & Tier 3)

The program **will ensure**:

- Children requiring additional support receive **targeted interventions**
- Persistent concerns result in:
 - Additional observations
 - Development of individualized intervention strategies
 - Referral to appropriate professionals (with parent consent)

All actions **must be documented and monitored for effectiveness**

B. Mental Health Services for Staff

CSNT Head Start **must support staff wellness and capacity to implement mental health practices.**

The program **will ensure:**

- Access to mental health services through community partnerships (e.g., Community HealthCore)
- Staff are provided:
 - Intake and referral services
 - Ongoing support resources
- Mental health training **is provided at least twice annually**
- Staff participation **must be documented**

C. Staff Reflective Supervision Policy

A. Purpose

CSNT Head Start **must ensure that staff receive ongoing reflective supervision and support** to strengthen their ability to effectively support children's social-emotional development, manage challenging behaviors, and maintain positive learning environments.

Reflective supervision is designed to:

- Improve **teacher-child interactions**
 - Support **staff wellness and stress management**
 - Strengthen **implementation of mental health and disabilities services**
 - Promote **continuous quality improvement**
-

B. Definition of Reflective Supervision

Reflective supervision is a **relationship-based, collaborative process** in which supervisors and staff:

- Reflect on interactions with children and families
- Discuss challenges and problem-solving strategies
- Increase awareness of how thoughts, feelings, and responses impact practice

Reflective supervision **is not disciplinary** but is intended to support professional growth and effectiveness.

C. Frequency and Schedule

CSNT Head Start **must provide reflective supervision on a regular and ongoing basis.**

Minimum Requirements

- **Individual reflective supervision sessions:**
 - At least **monthly** for all teaching staff
 - **Additional sessions:**
 - As needed for:
 - Staff supporting children with intensive needs
 - Following crisis incidents
 - High-stress situations
 - **Group reflective sessions (recommended):**
 - At least **quarterly** for classroom teams
-

D. Participants and Responsibilities

The program **must ensure defined roles for reflective supervision:**

Supervisors (Education Coordinator, Campus Directors, or Designee)

- Facilitate reflective supervision sessions
 - Provide guidance and feedback
 - Support staff in implementing strategies
 - Document sessions
-

Mental Health Consultant

- Participate in reflective supervision, as needed
 - Provide expertise related to:
 - Social-emotional development
 - Behavior management
 - Trauma-informed care
-

Teaching Staff

- Actively participate in sessions
 - Reflect on classroom practices
 - Implement agreed-upon strategies
-

E. Focus Areas

Reflective supervision sessions **must address the following areas:**

- Teacher-child interactions
 - Social-emotional development
 - Challenging behaviors and interventions
 - Implementation of Behavior Support Plans
 - Family engagement challenges
 - Staff stress, burnout, and wellness
-

F. Session Structure

Each reflective supervision session **must include:**

1. **Review of Classroom Experiences**
 - Discussion of recent events or challenges
2. **Reflection**
 - Staff share observations, thoughts, and reactions
3. **Problem-Solving**
 - Identify strategies and supports
4. **Action Planning**
 - Develop specific next steps
5. **Follow-Up**

- Review progress from previous sessions
-

G. Documentation Requirements

CSNT Head Start **must document all reflective supervision activities.**

Documentation **must include:**

- Date of session
- Staff participating
- Topics discussed
- Strategies identified
- Follow-up actions

Documentation **must be:**

- Maintained in staff supervision records
 - Available for monitoring review
 - Kept confidential and used for support, not discipline
-

H. Integration with Mental Health Services

Reflective supervision **must be integrated with the program's mental health system.**

The program **will ensure:**

- Sessions align with:
 - RTI/CIT processes
 - Mental health consultation recommendations
 - Behavior Support Plans
 - Staff receive support implementing:
 - De-escalation strategies
 - Trauma-informed practices
 - Positive behavior interventions
-

I. Staff Wellness and Support

CSNT Head Start **must promote staff wellness as part of reflective supervision.**

The program **will ensure:**

- Staff have opportunities to:
 - Discuss stress and workload challenges
 - Access mental health resources
 - Develop coping and self-care strategies
-

J. Monitoring and Oversight

The program **must monitor reflective supervision implementation.**

The program **will ensure:**

- Supervisors review:
 - Frequency of sessions
 - Documentation completeness
 - Program leadership monitors:
 - Impact on classroom practices
 - Staff performance and support needs
 - Data from reflective supervision **is used for continuous quality improvement**
-

C. Mental Health Services for Parents

CSNT Head Start **must engage parents as active partners in supporting children's mental health.**

The program **will ensure:**

1. **Information and Access**
 - Parents are informed of available mental health services **at enrollment and orientation**
 - Parents receive a **Parent Handbook** outlining services and resources
-

1. **Support and Referrals**

- Mental Health/Family Engagement staff **assist families in accessing community resources**
 - Referrals and follow-up **must be documented**
-

D. Records and Confidentiality

(HSPPS §§1303.20–1303.24)

CSNT Head Start **must maintain accurate, complete, and confidential records for all mental health and disabilities services.**

The program **will ensure:**

1. **Documentation Requirements**

- Records include:
 - Screenings and assessments
 - Referrals and evaluations
 - Follow-up reports
 - Behavior plans
 - Training documentation (agendas, sign-in sheets)
-

2. **Data Management**

- All information **must be entered into Child Plus or approved data systems**
 - Records are **maintained in locked file cabinets or secure electronic systems**
-

3. **Confidentiality**

- All records **must be maintained in accordance with FERPA, IDEA, and program policies**
 - Access is limited to **authorized personnel only**
-

4. **Retention of Records**

- Monitoring forms and reports: **Minimum of 3–5 years**

- Child records: Maintained per **Head Start and applicable regulatory requirements**
 - Documentation must be:
 - Organized
 - Accessible
 - Available for review
-

5. Monitoring

The program will implement consistent sampling procedures for file reviews to ensure accurate and representative monitoring.

- A minimum of **10%–20% of active disability and mental health files** must be reviewed monthly
- **100% of high-risk cases** must be reviewed monthly, including:
 - Children with crisis incidents
 - Children with pending or overdue evaluations
 - Children with active Behavior Support Plans
 - Additional targeted reviews must be conducted when trends or concerns are identified

XI. Admission, Review, and Dismissal (ARD)

(HSPPS §§1302.60–1302.63)

CSNT Head Start **must ensure that children suspected of or identified with disabilities are referred, evaluated, and served in coordination with Local Education Agencies (LEAs)** in accordance with IDEA requirements.

The program **will ensure** that all Admission, Review, and Dismissal (ARD) activities are conducted in a timely, collaborative, and well-documented manner.

A. ARD Process and Coordination

The program **must ensure**:

1. The Mental Health/Disabilities staff, in collaboration with the Education Coordinator and LEA representatives, **coordinates ARD meetings for children referred for or receiving special education services**
 2. ARD meetings are conducted:
 - **At least annually**, or more frequently as needed
 - In accordance with federal and state timelines
 3. Parents **must be invited and encouraged to participate** in all ARD meetings and decision-making processes
-

B. Purpose of ARD Meetings

ARD meetings **must address the following**:

1. Review of the child's:
 - Evaluation results
 - Strengths and developmental needs
2. Determination of:
 - Eligibility for special education and related services
 - Appropriate supports and services
3. Development, review, or revision of the child's:

- Individualized Education Program (IEP)
 - 4. Decisions regarding:
 - Continued eligibility
 - Modifications to services
 - Dismissal from special education services, when appropriate
-

C. Documentation and Implementation

The program **will ensure**:

- All ARD-related documents, including IEPs and evaluation summaries, **are maintained in the child's confidential file and entered into Child Plus**
 - Staff responsible for implementation **have access to relevant IEP goals and service requirements**
 - Services identified in the IEP **must be implemented as written and monitored regularly**
-

D. Monitoring and Compliance

CSNT Head Start **must monitor ARD participation and implementation** to ensure:

- Timely coordination with LEAs
 - Active parent engagement
 - Accurate documentation
 - Consistent implementation of services
-

XII. Social Services and Parent Involvement

(HSPPS §§1302.50, 1302.51, and 1302.60–1302.63)

CSNT Head Start **must ensure that children with disabilities and their families receive comprehensive services and are fully included in all aspects of the program.**

The program **will ensure meaningful parent engagement and coordinated social services to support child and family well-being.**

A. Inclusion and Coordination of Services

The program **must ensure:**

1. Children with disabilities **are fully included in all program services and activities**
 2. The Mental Health/Disabilities staff **must ensure that all services outlined in each child's IEP or IFSP are implemented and monitored**
 3. The Family Partnership Agreement (FPA) **is completed with each family** to:
 - Identify family strengths and needs
 - Develop goals and service plans
 - Coordinate referrals to community resources
-

B. Parent Engagement Requirements

The program **will ensure:**

1. Parents are **active participants in planning and decision-making** related to their child's services
2. Parents receive:
 - Information on child development and social-emotional growth
 - Guidance on supporting learning at home
3. Parents **must be informed of their rights**, including:
 - IDEA rights and protections
 - Available community services and resources

C. Family Support and Transition

The program **must ensure**:

- Families transitioning from infant/toddler programs (e.g., ECI) **receive appropriate support and coordination of services**
 - Parents are provided opportunities to:
 - Observe classroom activities
 - Participate in program activities
 - Receive suggestions for home-based support
-

D. Ongoing Communication and Case Management

The program **will ensure**:

- Ongoing communication between staff and families regarding:
 - Child progress
 - Service updates
 - Referrals and follow-up
- Coordination of:
 - Recruitment
 - Referrals
 - Staffing and case management services

All interactions and services **must be documented**.

E. Parent Training and Community Partnerships

The program **must ensure**:

- Parents are provided **training opportunities related to mental health, child development, and family well-being**
- Community partners (e.g., Community HealthCore) **provide parent training at least twice per year**
- Participation in training **must be documented**

XIII. Staff Responsibilities

CSNT Head Start **must ensure that all staff understand and fulfill their roles and responsibilities related to mental health and disabilities services.**

The program **will ensure:**

- Staff roles are **clearly defined in Human Resources job descriptions**
- Staff **must implement program procedures, maintain required documentation, and participate in required training**
- Supervisors **must monitor staff performance and compliance** through:
 - Observations
 - File reviews
 - Data monitoring

All staff **are accountable** for following policies and procedures and supporting children and families in accordance with HSPPS requirements.

XIV. Transition Services

(HSPPS §§1302.70–1302.72)

CSNT Head Start **must implement a coordinated transition process to support children and families as they enter and exit the program**, ensuring continuity of services and successful placement.

A. Transition into and out of Head Start

The program **will ensure**:

1. Early Identification and Coordination

- Agencies serving infants and toddlers (e.g., ECI) **are identified and engaged in transition planning**
 - Transition planning **begins in advance of program entry or exit**
-

1. Transition Planning Activities

- Staff **must collaborate with families and community agencies** to:
 - Develop transition plans
 - Share relevant information (with parental consent)
 - Prepare children for new environments
-

1. Training and Communication

- Interagency staff and families **must receive training and information** on transition processes
 - Communication between programs **must be documented**
-

1. Child Transition Documentation

- A **summary of the child's services, progress, and needs** must be prepared and shared with receiving programs (with consent)
-

1. Ongoing Follow-Up

- Staff **must maintain communication with families and receiving schools**, when possible, to:
 - Monitor adjustment
 - Support continued success
-

B. Transition to Public School

CSNT Head Start **must ensure a structured and well-documented transition process for children entering kindergarten or other school placements.**

The program **will ensure:**

1. Transition Timeline

- Transition activities **begin in the spring prior to kindergarten entry**
-

1. Family Engagement

- Parents **must be informed of their rights under IDEA and educational systems**
 - Transition meetings **must be held with parents and documented**
-

1. Transition Activities

- Activities may include:
 - School visits and tours
 - Classroom observations
 - Interaction with receiving school staff
-

1. Information Sharing

- Records **must be shared with receiving schools only with written parental consent**
- Required documentation includes:
 - IEP/IFSP (if applicable)
 - Progress reports
 - Evaluations

1. **Coordination with LEA**

- The program **must collaborate with LEAs** to:
 - Ensure timely re-evaluations, if needed
 - Support appropriate placement decisions

1. **Completion of Transition**

- Once transition is complete, Head Start services **formally end**
- Documentation of transition activities **must be maintained**

C. ECI and Early Head Start Transition

The program **must ensure a smooth transition for children turning three years old from ECI/Early Head Start into Head Start or other appropriate services.**

The program **will ensure:**

- Referrals are made **at least six months prior to the child's third birthday**
 - Required documentation includes:
 - IFSP
 - Evaluation reports
 - Enrollment documentation
 - Families not eligible for Head Start **must be notified in writing and referred to appropriate services (e.g., Child Find)**
-

XV. Disability and Mental Health Records Management

(HSPPS §§1303.20–1303.24)

CSNT Head Start **must maintain complete, accurate, and confidential records for all children receiving mental health and disabilities services.**

A. Special Services Files

The program **will ensure**:

- Each child has a **designated special services file** maintained in a secure location
 - Files include, at a minimum:
 - Screening and referral documentation
 - Intervention and CIT documentation
 - ARD/IEP documents
 - Progress reports
 - Consent forms
 - Files are organized in a **standardized format** and available for monitoring review
-

B. Staff Responsibilities for File Management

The program **must ensure**:

1. The Mental Health/Disabilities staff:
 - **Establish and maintain files**
 - Enter all required data into **Child Plus**
-

1. Supervisory staff:
 - **Monitor files regularly for completeness and compliance**
 - Track service delivery and follow-up
-

1. Confidentiality:
 - Access to records **must be limited to authorized personnel only**
 - All records **must comply with FERPA, IDEA, and program confidentiality policies**
-

C. IEP and Folder System

The program **will ensure**:

- **Green Folders (IEP):**
 - Contain IEP goals, progress documentation, and service records
 - Are maintained in a locked cabinet
 - **Yellow Folders (CIT Process):**
 - Document initial concerns and interventions
 - **Blue Folders (Mental Health):**
 - Contain mental health evaluations and documentation
-

- Teachers **must implement and document IEP goals** through the Individualization Plan
 - Education Coordinator **must monitor implementation during classroom observations**
-

XVI. Community Partnerships

(HSPPS §1302.53)

CSNT Head Start **must establish and maintain collaborative partnerships with community agencies to support children and families.**

The program **will ensure:**

- Interagency agreements are:
 - **Developed and reviewed annually**
 - Documented and maintained
 - Partnerships support:
 - Referrals and evaluations
 - Service delivery
 - Family support
-

XVII. Campus Intervention Team (CIT) Process

CSNT Head Start **must implement a structured Campus Intervention Team (CIT) process to support children with developmental or behavioral concerns prior to referral for evaluation.**

A. Initiation of CIT Process

The program **will ensure:**

1. Concerns identified by staff or parents **must be documented**
 2. Parent consent **must be obtained** before initiating CIT
-

B. CIT Meeting Procedures

The program **must ensure:**

- A meeting is scheduled with:
 - Parent
 - Teacher
 - Campus Director
 - Mental Health/Disabilities staff
 - Education staff
-
- Required documentation includes:
 - Screening results (DIAL-4, E-DECA)
 - Work samples
 - Intervention documentation (minimum 10 days recommended)
-

C. Decision-Making Process

The team **must**:

- Review all relevant data
 - Determine next steps, including:
 - Continue interventions
 - Modify strategies
 - Refer for evaluation
-

D. Referral to LEA

If referral is recommended:

- Parent **must receive procedural safeguards and required notices**
 - Written consent **must be obtained**
 - Timelines for evaluation **must be tracked**
-

E. Follow-Up and Monitoring

The program **will ensure**:

- Follow-up meetings are conducted
- Intervention effectiveness is reviewed
- Additional supports are implemented as needed

XVIII. Crisis and Emergency Mental Health Procedures

(HSPPS §§1302.45, 1302.47, 1302.90, 1302.17)

A. Purpose

CSNT Head Start **must ensure the immediate safety and well-being of children, staff, and families** by implementing a structured and consistent response to mental health and behavioral crises.

The program **will ensure that all crisis situations are managed through prevention, immediate response, follow-up intervention, and ongoing monitoring**, integrated with the program's RTI, CIT, and mental health systems.

B. Definition of Crisis

A crisis is defined as **any behavior that presents an immediate or imminent risk of harm** to the child, other children, or staff, or significantly disrupts program operations.

Crisis behaviors include, but are not limited to:

- Physical aggression (hitting, biting, kicking, throwing objects)
 - Self-injurious behavior
 - Attempting to harm others
 - Elopement (leaving supervised area)
 - Severe emotional dysregulation (uncontrollable outbursts or shutdown)
 - Destructive behavior creating unsafe conditions
-

C. Immediate Crisis Response (Required Actions)

All staff **must follow these steps immediately upon identifying a crisis:**

Step 1: Ensure Immediate Safety (Within Seconds)

- Remove other children from danger if necessary
 - Maintain **constant visual supervision** of the child in crisis
 - Use only **approved de-escalation strategies**
 - **Physical restraint is prohibited unless permitted under licensing and program policy**
-

Step 2: De-escalation

Staff **must attempt to calm the situation using evidence-based strategies:**

- Calm tone and minimal verbal interaction
 - Provide space and safe area
 - Offer calming tools or choices
 - Avoid confrontation, threats, or punishment
-

Step 3: Notify Leadership (Immediately)

- Notify **Campus Director and Mental Health/Disabilities staff immediately**
 - Request additional staff support if needed
-

Step 4: Parent Notification (Same Day / Immediate if Severe)

- Parent/guardian **must be contacted as soon as possible**
 - Provide **objective, factual description of the incident**
 - Determine next steps (return to care, early pickup, meeting)
-

Step 5: Emergency Services (If Required)

Staff **must call 911 immediately** if:

- The child poses imminent danger to self or others
 - Injury has occurred or is likely
 - The situation cannot be safely managed
-

D. Post-Crisis Procedures (Within Required Timeframes)

1. Incident Documentation (Within Same Day)

Staff **must complete a Crisis Incident Report before the end of the day**, including:

- Behavior description
- Time, location, duration
- Triggers (if known)
- Staff response
- Outcome

✓ Must be:

- Entered into ChildPlus
 - Filed in the child's confidential file
-

2. Administrative Review (Within 24 Hours)

Campus Director and Mental Health staff **must review the incident within 24 hours**:

- Evaluate response effectiveness
 - Identify safety concerns
 - Determine next steps
-

3. Debriefing (Within 48–72 Hours)

A structured debrief **must occur**, including:

- Teaching staff
- Mental Health staff
- Campus leadership

Focus:

- Trigger analysis
 - Strategy effectiveness
 - Needed supports
-

4. Parent Follow-Up Meeting (Within 3–5 Days)

The program **must schedule a meeting with parents to:**

- Review incident
 - Share strategies
 - Develop support plan
-

E. Integration with RTI / CIT System (REQUIRED)

All crisis incidents **must trigger formal review through RTI/CIT process.**

The program **must ensure:**

- Child is reviewed within **5 program days**
 - Data from crisis is included in intervention planning
 - Interventions are updated or intensified
 - Referral is considered if needed
-

F. Behavior Support Plan (Required for Repeated Incidents)

A **Behavior Support Plan must be developed** when:

- A child has **2 or more crisis incidents**, OR
- Behavior presents ongoing safety concerns

Plan must include:

- Identified triggers
 - Prevention strategies
 - Replacement behaviors
 - Intervention steps
 - Staff responsibilities
 - Measurable goals
 - Review schedule (every 2–4 weeks)
-

G. Crisis Tracking and Data Monitoring

CSNT Head Start **must maintain a Crisis/Incident Tracking Log.**

Log must include:

- Child ID
 - Date of incident
 - Type of behavior
 - Actions taken
 - Follow-up status
-

Monitoring Requirements

- Campus Directors **review incidents monthly**
- Program leadership **reviews trends over time (quarterly)**

The program **must analyze:**

- Repeat incidents
 - Repeated referrals from one classroom
 - Classroom patterns
 - Behavior incidents increasing
-

H. Prohibited Practices

Staff **must not use**:

- Physical punishment
 - Verbal aggression or threats
 - Isolation or seclusion (unless legally permitted and documented)
 - Withholding food, rest, or basic needs
-

I. Suspension and Expulsion Compliance

The program **must ensure**:

- Crisis behavior is addressed through:
 - Mental health consultation
 - RTI/CIT
 - Behavior support planning
 - Suspension:
 - **Used only as last resort**
 - Must be documented
 - Must include re-entry plan
 - Expulsion:
 - **Strictly prohibited**
-

J. Staff Training Requirements

All staff **must receive annual training on**:

- Crisis prevention and response
- De-escalation strategies
- Trauma-informed care
- Documentation procedures

Training **must be documented**

K. Continuous Quality Improvement

Crisis data **must be used for continuous improvement.**

The program **must**:

- Identify trends
- Adjust classroom practices
- Provide targeted staff training
- Improve intervention systems

XIX. Data Use and Ongoing Monitoring System

A. Purpose

CSNT Head Start **must implement a systematic approach to data collection, analysis, and ongoing monitoring** to ensure the effectiveness of mental health and disabilities services.

The program **will use data to inform decision-making, improve service delivery, and ensure compliance with all Head Start Program Performance Standards.**

B. Data Collection Requirements

CSNT Head Start **must collect and maintain accurate and timely data** related to mental health and disabilities services.

The program **will ensure data is collected in Child Plus or approved systems** in the following areas:

1. Screening and Assessment Data

- Developmental screenings (within 45 days)
 - Social-emotional screenings (E-DECA, etc.)
 - Re-screening results
-

2. RTI / CIT Data

- Intervention documentation
 - Duration of interventions
 - Outcomes of interventions
-

3. Referral and Evaluation Data

- Date of concern identified
 - Date of referral
 - Agency referred to
 - Evaluation status
 - Eligibility determination
-

4. Disabilities Services Data

- IEP/IFSP status
 - Service implementation
 - Progress toward goals
-

5. Mental Health Services Data

- Classroom observations
 - Behavior plans
 - Mental health consultations
 - Follow-up services
-

6. Incident and Behavior Data

- Crisis incidents
 - Behavior reports
 - Suspension (if applicable – must be rare and documented)
-

7. Enrollment Data

- Percentage of children with disabilities (minimum 10%)
 - Recruitment and enrollment tracking
-

C. ChildPlus Disability Tracking Reports

Community Services of Northeast Texas, Inc. utilizes ChildPlus as the primary system for tracking and monitoring disability services for enrolled children. ChildPlus reports are used to ensure compliance with Head Start Performance Standards and to support timely identification, evaluation, and service delivery.

Required Reports, Responsibility, and Frequency

ChildPlus Report Name	Purpose	Responsible Staff	Frequency
PIR Data – Disabilities Section	Tracks cumulative disability data for federal reporting (PIR)	Program Director / Disabilities Coordinator	Monthly review; finalized annually for PIR submission
Disabilities Status Report	Provides current status of all children with suspected or diagnosed disabilities	Mental Health Advocate	Bi-weekly
IEP/IFSP Report	Tracks children with active IEPs/IFSPs and service implementation	Mental Health Advocate/Education Coordinator	Monthly
Disabilities Enrollment Report	Monitors compliance with 10% enrollment requirement	Program Director / Education Coordinator	Monthly
Health & Disabilities Summary Report	Provides an overview of health and disability services status	Family Engagement Coordinator	Monthly
Screening Report (Developmental Screening Status)	Tracks completion of required screenings within 45 days	ERSEA Manager / Disabilities Coordinator	Monthly
Service Tracking Report (Disability Services)	Monitors delivery of services outlined in IEP/IFSP	Disabilities Coordinator / Education Staff	Monthly

Implementation and Oversight

- The **Disabilities Coordinator** is primarily responsible for monitoring all disability-related reports and ensuring compliance with timelines and service delivery requirements.
 - The **Family Engagement Coordinator** ensures timely screenings and enrollment compliance and collaborates on reports related to health and developmental concerns.
 - The **Program Director** provides oversight, reviews trends, and ensures the program meets the 10% disability enrollment requirement.
 - Reports are reviewed during **management team meetings** and **disability meetings** to address delays, gaps, or compliance concerns.
-

Compliance Expectations

All reports are used to ensure compliance with:

- **Head Start Performance Standards (45 CFR §1302.101 and §1302.33)**
 - **45-day screening requirement**
 - **Timely referral and evaluation requirements**
 - **IEP/IFSP implementation tracking**
 - **10% enrollment requirement for children with disabilities**
-

D. Data Analysis and Decision-Making

The program **must use data to identify trends, concerns, and areas for improvement.**

The program **will ensure:**

- Data is reviewed to identify:
 - Delays in screenings or referrals
 - Children not making progress
 - Repeated behavioral incidents
 - Gaps in services
- Action steps are taken, including:
 - Adjusting interventions
 - Increasing mental health support
 - Providing additional staff training

- Strengthening family engagement
-

E. Continuous Quality Improvement (CQI)

CSNT Head Start **must implement a continuous quality improvement process.**

The program **will follow this cycle:**

1. Collect Data

- Gather data from Child Plus, reports, and files

2. Analyze Data

- Identify trends, gaps, and compliance issues

3. Plan Action

- Develop strategies to address identified needs

4. Implement Changes

- Apply new practices or interventions

5. Monitor Results

- Review outcomes to ensure improvements are effective
-

F. Monitoring Tools and Tracking Systems

The program **must maintain and use tracking tools to monitor compliance.**

Required tracking systems include be entered in Child Plus.

All logs **must be updated regularly and available for monitoring review**

G. Roles and Responsibilities

CSNT Head Start **must clearly assign responsibility for data monitoring.**

Program Director

- Oversees overall compliance and reviews all data montly

Education Coordinator

- Monitors:
 - Screenings
 - IEP implementation
 - Classroom practices
-

Mental Health Advocates

- Tracks:
 - RTI/CIT process
 - Referrals and evaluations
 - Mental health services
-

Campus Directors

- Monitor:
 - Incident reports
 - Classroom documentation
 - Staff compliance
-

Teachers

- Document:
 - Observations
 - Interventions
 - Child progress
-

H. Documentation and Reporting

The program **must ensure all data and monitoring activities are documented.**

The program **will maintain:**

- Data reports
- Meeting notes
- Action plans

Documentation **must be:**

- Entered into Child Plus
 - Maintained in program records
 - Available for federal monitoring review
-

I. Reporting to Leadership and Policy Council

CSNT Head Start **must share relevant data with leadership and governing bodies.**

The program **will ensure:**

- Regular reports are provided to:
 - Head Start Director
 - Policy Council
 - Governing Board
- Reports include:
 - Disabilities enrollment
 - Mental health services
 - Referrals and outcomes
 - Program improvements

XXI. Evidence Based Monitoring

Community Services of Northeast Texas, Inc. implements an evidence-based monitoring system to ensure compliance with Head Start Performance Standards and to support continuous quality improvement. This system relies on documented proof, data verification, and regular monitoring of services, particularly in the area of disabilities.

Purpose

The purpose of the Evidence-Based Monitoring System is to:

- Verify that required services are delivered and documented
 - Ensure timelines and compliance requirements are consistently met
 - Provide auditable documentation ("proof") of performance
 - Identify gaps and implement corrective actions promptly
-

Types of Acceptable Evidence

The following documentation serves as acceptable evidence of compliance:

- **ChildPlus Data Entries and Reports**
(Disabilities Status Report, Pending Evaluations, IEP/IFSP Reports, Screening Reports, PIR Data)
- **Child Files (Electronic and/or Hard Copy)**
 - Signed consent forms
 - Screening results
 - Referral documentation
 - Evaluation reports
 - IEPs/IFSPs
 - Service logs and progress notes
- **Service Documentation**
 - Documentation of services provided (speech, OT, etc.)
 - Case notes and family contact logs
- **Meeting Documentation**
 - Staffing notes
 - IEP/IFSP meeting records
 - Disabilities service area meeting minutes
- **Monitoring Tools and Checklists**

- Internal monitoring checklists
- File review forms
- Compliance tracking logs

Activity	Frequency
ChildPlus Reports Review	Weekly / Monthly (based on report type)
File Reviews	Monthly
Data Validation	Monthly
Mental Health Observations	3 times per year (minimum)
Training Compliance Review	Quarterly
Program-Wide Data Analysis	Monthly & Quarterly

Monitoring Process

- **Data Review**
ChildPlus reports are reviewed according to the established schedule (monthly) to monitor compliance and timelines.
- **File Reviews**
Random and targeted child file reviews (10-20% of active disability files monthly) are conducted to verify that documentation matches ChildPlus data entries.
- **Cross-Verification**
Information in ChildPlus is cross-checked with physical or digital files to ensure accuracy and completeness.
- **Timeline Monitoring**
Key timelines are tracked, including:
 - 45-day screening requirement
 - Referral follow-up timelines
 - Evaluation completion timelines
 - IEP/IFSP implementation
- **Staff Training**
Monitoring results directly inform annual training plans.

Roles and Responsibilities

- **Education Coordinator**
 - Leads monitoring of all disability-related documentation
 - Reviews reports and conducts file audits
 - Ensures documentation supports ChildPlus data

- **Data Coordinator**
 - Monitors data accuracy and completeness in ChildPlus
 - Runs data validation reports
 - **Family Engagement Coordinator**
 - Verifies health-related disability documentation
 - **Education Staff (Teachers)**
 - Maintain ongoing documentation of services and observations
 - Ensure classroom documentation aligns with IEP/IFSP requirements
 - **Program Director**
 - Provides oversight and ensures corrective actions are implemented
 - Reviews Education Coordinator, Family Engagement Coordinators, and Mental Health Advocate's work
-

Compliance Benchmarks

The following benchmarks define compliance expectations:

Area	Standard
Developmental & Social-Emotional Screenings	100% completed within 45 days of enrollment
Referral Timeliness	Referrals initiated within 5–10 business days of identified concern
Evaluation Tracking	0 overdue evaluations
IEP/IFSP Implementation	100% of services implemented as written
Disability Enrollment	Minimum 10% of enrolled children
Crisis Documentation	100% completed the same day
Data Accuracy (ChildPlus)	≥ 95% accuracy rate
Staff Training Completion	100% of required staff trained annually

Definition of Compliance (Monitoring Determinations)

Staff must use the following criteria when determining compliance:

Compliant (✓)

- All required documentation is complete, accurate, and on time

- Timelines are met (e.g., screenings $\leq$ 45 days)
- Services are implemented as required

⚠ Noncompliant (X)

- Missing or incomplete documentation
- Missed timelines or delayed services
- Data in ChildPlus does not match file documentation
- Required signatures or consents missing

Corrective Action and Follow-Up Timelines

All identified issues must be corrected within established timelines:

- **Minor documentation issues:** corrected within **5 business days**
- **Major compliance issues:** corrected within **10 business days**
- **High-risk or safety-related issues:** addressed **immediately (same day)**

Annual Monitoring Calendar (Year-at-a-Glance)

The program will implement the following monitoring schedule across the program year:

Monthly

- ChildPlus disability and mental health reports review
- File reviews (10–20% sample; 100% high-risk cases)
- Data validation checks
- Crisis/incident log review
- Management team data review meeting

Quarterly

- Program-wide data trend analysis

- Training compliance review
- Policy Council and Governing Board reporting
- Targeted monitoring of high-risk classrooms or cases

Annually

- Program Information Report (PIR) review and submission
 - Full policy and procedure review
 - Staff training plan development based on monitoring data
 - Community partnership and interagency agreement review
-

Real-Time Monitoring Expectations

Monitoring is an ongoing process and must occur in real time, not solely through scheduled reviews.

- **Teachers** monitor child progress, behavior, and service implementation daily
 - **Campus Directors** monitor classroom practices and compliance continuously
 - **Mental Health/Disabilities staff** monitor referrals, services, and documentation as they occur
 - Immediate action must be taken when noncompliance or safety concerns are identified
-

Staff Accountability and Compliance Enforcement

All staff are responsible for adhering to monitoring and compliance requirements.

Failure to meet established standards may result in:

- Immediate corrective action
- Required retraining or technical assistance
- Increased monitoring or supervision
- Performance improvement plans
- Additional personnel action, as appropriate

Supervisors are responsible for ensuring staff compliance and documenting all actions taken.

Data Review and Decision-Making Structure

Monitoring data must be reviewed through a structured process:

Monthly Management Meetings

- Review key reports and monitoring results
- Identify compliance issues and trends
- Assign corrective actions

Quarterly Leadership Review

- Analyze program-wide trends
- Evaluate effectiveness of interventions and services
- Determine program improvements and resource needs

Policy Council and Governing Board

- Receive regular reports on:
 - Disabilities enrollment
 - Mental health services
 - Compliance status
 - Use data to inform:
 - Program direction
 - Policy updates
 - Strategic decisions
-

Link to School Readiness Goals

Monitoring activities must directly support children's progress toward school readiness goals.

The program will ensure:

- Data is used to evaluate child outcomes
- Interventions are adjusted based on child progress
- Services support development in:
 - Cognitive
 - Social-emotional
 - Language
 - Physical domains

Monitoring must demonstrate that services are improving outcomes for children.

Corrective Action Closure Standard

An identified issue is considered **fully resolved only when**:

- Required documentation is complete and accurate
- Compliance standards are fully met
- Follow-up verification confirms correction
- Evidence is documented and available for review

All closures must be:

- Documented with date and initials
 - Verified by supervisory staff or designee
-

Training Triggers Based on Monitoring

Monitoring results must directly inform staff training.

Training is required when:

- Staff demonstrate **2 or more compliance errors**
- Trends indicate repeated issues
- New policies or procedures are implemented
- Program-wide gaps are identified

Training must be:

- Documented
 - Targeted to identified needs
 - Followed by monitoring to ensure effectiveness
-

Continuous Quality Improvement (CQI) Integration

Monitoring is part of an ongoing CQI cycle:

1. **Collect Data** – ChildPlus reports, observations, documentation
2. **Analyze Data** – Identify trends and compliance gaps
3. **Plan Action** – Develop targeted strategies
4. **Implement Changes** – Apply interventions and supports
5. **Monitor Results** – Evaluate effectiveness

Monitoring data must be used to:

- Improve service delivery
- Strengthen staff performance
- Enhance child outcomes
- Update program practices



Subpart F

Additional Services for Children with Disabilities Standard Operating Procedures

*Aligned with the 2024 Head Start
Program Performance Standards
(Standards 1302.60 - 1302.63)*

Revision 12/8/2020

Revision 8/29/2024

Revision 7/28/2024

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Subpart F – Additional Services for Children with Disabilities

FULL PARTICIPATION IN PROGRAM SERVICES AND ACTIVITIES. (Standard 1302.60)

A program must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA19, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities.

PROCEDURE

1. CSNT Head Start Preschool/Early Head Start collaborates with the appropriate local agencies responsible for implementing IDEA.

ADDITIONAL SERVICES FOR CHILDREN. (Standard 1302.61)

(a) Additional services for children with disabilities.

Programs must ensure the individualized needs of children with disabilities, including but not limited to those eligible for services under IDEA, are being met and all children have access to and can fully participate in the full range of activities and services. Programs must provide any necessary modifications to the environment, multiple and varied formats for instruction, a individualized accommodations and supports as necessary with disabilities are protected from Discriminations under and provided with all services and program modifications required by section 504 of the Rehabilitation Act (29 U.S.C.794), the Americans with Disabilities Act (42U.S.C. 12101), and their implementing regulations.

(b) Services during IDEA eligibility determination.

While the local agency responsible for implementing IDEA determines a child's eligibility, a program must provide individualized services and supports, to the maximum extent possible, to meet the child's needs. Such additional supports may be available through a child's health insurance or it may be appropriate or required to provide the needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in section 705 (9)(b) of the Rehabilitation Act. When such supports are not available through alternate means pending the evaluation results and eligibility determination, a program must individualize program services based on available information such as parent input and child observation and assessment data and may use program funds for these purposes.

(c) Additional services for children with IFSP or IEP.

To ensure the individual needs of children eligible for services under IDEA are met, a program must:

- (1) work closely with the local agency responsible for implementing IDEA, the family, and other service partners, as appropriate, to ensure:**
 - (i) Services for a child with disabilities will be planned and delivered as required by their IFSP or IEP, as appropriate;**
 - (ii) Children working towards the goals in their IFSP or IEP;**
 - (iii) Elements of the IFSP or IEP that the program cannot implement are implemented by other appropriate agencies; related service providers and specialists;**
 - (iv) IFSP's and IEP's are being reviewed and revised, as required by IDEA and,**
 - (v) Services are provided in a child's regular Early Head Start or Head Start classroom or family child care home to the greatest extent possible.**

PROCEDURE

1. Enrollment posters include the statement referring to no discrimination against children with disabilities.
2. Children with a disability – suspected or diagnosed will receive more points on the selection criteria in Child Plus
3. Staff individualize to meet the needs of the child identified in the classroom.
4. Family Empowerment Advocates work with the Mental Health Advocates and the Health Implementation Team to obtain any accommodations needed in the classroom to support the child.
5. The Program establishes Interagency Agreement with Local Education Agencies (LEA) each year implementing a shared responsibility in providing appropriate services for preschool children with disabilities.
6. The Program establishes Interagency Agreements with the entity that provides Early Childhood Intervention Services in the Early Head Start service area.

(2) Staff plan and implement the transition services described in subpart G of this part, including at a minimum:

- (i) For children with an IFSP who are transitioning out of Early Head Start, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure appropriate steps are undertaken in a timely and appropriate manner to determine the child's eligibility for services under Part B of IDEA; and,
- (ii) For children with an IEP who are transitioning out of Head Start to kindergarten, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure steps are undertaken in a timely and appropriate manner to support the child and family as they transition to a new setting.

PROCEDURE

1. The CSNT Head Start Preschool/Early Head Program follows the procedures as identified through the ISD/or LEA (ECI) to conduct the Spring ARD to determine placement for the next school year.

ADDITIONAL SERVICES FOR PARENTS. (Standard 1302.62)

(a) Parents of all children with disabilities.

- (1) A program must collaborate with parents of children with disabilities, including but not limited to children eligible for services under IDEA to ensure the needs of their children are being met, including support to help parents become advocates for services that meet their children's needs and information and skills to help parents understand their child's disability and how to best support the child's development;
- (2) A program must assist parents to access services and resources for their family, including secure adaptive equipment and devices and supports available through a child's health insurance or other entities, creating linkages to family support programs, as needed and practicable.

(b) Parents of children eligible for services under IDEA.

For parents of children eligible for services under IDEA, a program must also help parents:

- (1) Understand the referral, evaluation, and services timelines required under IDEA;
- (2) Actively participate in the eligibility process and IFSP or IEP development process with the local agency responsible for implementing

IDEA, including by informing parents of their right to invite the program to participate in all meeting;

(3) Understand the purposes and results of evaluations and services provided under as IFSP or IEP; and,

(4) Ensure their children's needs are accurately identified in, and addressed through, the IFSP or IEP.

PROCEDURE

1. CSNT Head Start Preschool/Early Head Start collaborates with parents of children with disabilities.
2. CSNT Head Start Preschool/Early Head Start assists parents with information on IDEA and their rights.
3. The Family Engagement Coordinator is an advocate for parents of children with disabilities.
4. CSNT Head Start Preschool/Early Head Start assists parents of children with disabilities with services and resources for their family including supporting them in obtaining adaptive equipment and devices that support their child's health.

COORDINATION AND COLLABORATION WITH THE LOCAL AGENCY RESPONSIBLE FOR IMPLEMENTING IDEA. (Standard 1302.63)

(1) A program must coordinate with the local agency responsible for implementing IDEA to identify children enrolled or who intend to enroll in a program that may be eligible for services under IDEA, including through the process described in 1302.33 (a) (3) and through participation in the local agency Child Find efforts.

(b) A program must work to develop interagency agreements with the local agency responsible for implementing IDEA to improve services delivery to children eligible for services under IDEA, including the referral and evaluation process, service coordination, promotion of service provision in the least restrictive appropriate community-based setting and reduction in dual enrollment which causes reduced time in a less restrictive setting, and transition services as children move from services provided under Part C of IDEA to services provided under Part B of IDEA and from pre-school kindergarten,

(c) A program must participate in the development of the IFSP or IEP if requested by the child's parents, and the implementation of the IFSP or IEP. At a minimum, the program must offer:

- (1) To provide relevant information from its screening, assessments, and observations to the team developing a child's IFSP or IEP; and,
 - (2) To participate in meetings with the local agency responsible for implementing IDEA to develop or review an IEP or IFSP for a child being considered for Head start enrollment, a currently enrolled child, or a child transitioning from a program.
- (d) A program must retain a copy of the IEP or IFSP for any child enrolled in Head Start for the time the child is in the program, consistent with the IDEA requirements in 34 CFR parts 300 and 303.

PROCEDURE

1. The Program follows the Parent/Teacher/Campus Director referral process established at each Campus. (See **CSNT Disability Operating Manual** for more specific information on the referral process.)



**CSNT
Head Start
Emergency
Preparedness
Plan**

In the event of an emergency, the primary responsibility of all staff is to ensure the safety of the children. Certain emergencies may require relocating children to a designated safe area. Relocation will be carried out using any available means of transportation at the time, including buses, vans, and personal vehicles.

This emergency plan includes an evacuation and relocation diagram that identifies the designated site by name and address. Upon arrival at the relocation site, Teachers and Teaching Assistants will conduct attendance and head counts to confirm that all children from their classrooms have arrived safely. The Campus Director is responsible for communicating with staff at the relocation site to verify that all children and staff are accounted for.

Each Teacher and Teaching Assistant will supervise their assigned class while at the relocation site. Family Empowerment Advocate(s) will be responsible for contacting parents to arrange for child pick-up. All staff will ensure that the release of children is carried out in an orderly manner and that each child is released only to an authorized individual.

As part of the emergency preparedness plan, children with diagnosed disabilities or health impairments will be assigned a designated staff member (buddy) to assist them during relocation. This staff member will ensure that all necessary accommodation and procedures related to the child's condition are properly followed. (Refer to Appendix G for guidance.)

Throughout the emergency, the Campus Director will maintain regular communication with local authorities. The Director, or a designated representative, will also notify the CSNT Head Start Director and State Child Care Licensing as part of required procedures.

This emergency preparedness plan will be reviewed with all new staff during orientation to ensure they understand their roles and responsibilities. Parents will receive general information about the plan during parent orientation, and it is also included in the parent handbook. Copies of the plan are available to parents upon request.

Role	Responsibility
Campus Director	Incident Commander
Lead Teacher	Classroom Accountability
Family Empowerment Advocate	Parent Communication & Reunification
Custodian/Maintenance	Utilities & building safety
Administrative Designee	Documentation & agency reporting

Emergency Contact Numbers:

Fire Department: 911

Police Department: 911

**Emergency
Management Agency:** (903) 241-0555

State Licensing: (903) 572-3483

CSNT Admin Office: 430-218-8218

CSNT Head Start Campus Emergency Preparedness Plan

Revised 5/27/2026

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EMERGENCY EVACUATION PLAN POLICY

A. Emergency Evacuation Responsibility

Community Services of Northeast Texas, Inc. is responsible for developing and maintaining plans that ensure the facility, or portions of it, can be evacuated quickly and safely during an emergency. Emergencies may include, but are not limited to, fire, bomb threats, explosions, flooding, severe thunderstorms, winter storms, hurricanes, tornadoes, toxic fumes, electrical outages, or structural failure.

In any emergency, evacuation must be conducted as quickly and safely as possible. This plan addresses three types of evacuation scenarios:

Evacuation Scenarios

1. **In-Place Evacuation**

Children and staff remain inside the facility while securing their location based on the nature of the emergency.

Examples: tornado, chemical release

2. **On-Site Evacuation**

Children and staff are moved out of affected buildings and relocated to safer areas elsewhere on campus.

3. **Off-Site Evacuation**

Some or all children and staff are relocated to a designated location off campus.

Each evacuation scenario shall include the following components:

- Authority
- Evacuation routes
- Procedures and designated locations
- Evacuation of individuals with disabilities
- Collection points
- Personnel accountability procedures
- Assignment of responsibilities

B. Plan Review and Approval

The Campus Director is responsible for reviewing and approving the emergency plan. The plan will be reviewed annually and updated as necessary. A summary of the plan shall be provided to the local Fire Department, Law Enforcement, and Emergency Management Agency.

C. Staff Training

All employees must be familiar with the emergency plan and receive annual training on their roles and responsibilities. New employees will receive this training during campus orientation.

D. Child Training

Each child will receive instruction on emergency evacuation procedures during the program year, in accordance with all state and federal regulations.

E. Facility Floor Plans

Floor plans showing exits and directional traffic flow must be developed and displayed in public areas. Copies will also be provided to the local Fire Department, Law Enforcement, and Emergency Management Agency.

F. Drills

- **Fire Drills:** Conducted monthly (Performance Standard #746.5205)
 - **Severe Weather Drills:** Conducted in September, November, February, and April (Performance Standard #746.5205)
 - **Lockdown Drills:** Conducted in September, November, February, and April (Performance Standard #746.5205)
-

EMERGENCY PROCEDURES AND EVACUATION

I. General Information

A. The safety of children and staff at Community Services of Northeast Texas Head Start is the highest priority. These procedures are designed to guide staff in responding effectively to emergencies.

B. In an emergency, the Campus Director or designee will notify the Head Start Director and/or Chief Operating Officer as soon as possible regarding the situation and response actions.

C. The Campus Director or designee may require all staff on duty to remain at work or return to work until the emergency has been resolved.

Communication Plan

Primary Communication Methods

- Cell phones
- Text alerts and email

Backup Communication Methods

- Two-way radios
- NOAA Weather Radio
- Paper emergency contact lists

Parent Notification

1. Immediate alert
 2. Provide relocation/update information
 3. Ongoing updates until resolution
-

I. FIRE

- A.** Evacuate the area immediately, staying low to the ground since smoke and heat rise toward the ceiling.
- B.** Activate the fire alarm, if available.
- C.** Call 911 to report the fire and request assistance from the fire department and law enforcement. If telephone service is unavailable, use alternate communication methods.
- D.** The Campus Director or designee will assign one or more individuals to direct emergency responders from the nearest intersection to the scene, if necessary.
- E.** Quickly assess the situation, if possible, to determine the size, type, and location of the fire within the facility.
- F.** Upon arrival, the Campus Director or designee will make contact with the senior fire official and coordinate all further actions.
- G.** Ensure all children and staff are safely evacuated, accounted for, and moved to designated safe areas away from the building. Evacuate immediately if the fire poses any threat to safety.
- H.** Close all windows and doors and turn off electrical switches and breakers if time permits. Do not delay evacuation to complete these actions.
- I.** These steps may be carried out simultaneously, depending on available staff. Deviations are only justified when there is immediate danger.
- J.** If the fire is small, trained staff may use a fire extinguisher, but only if it can be done safely and without risk of injury or smoke inhalation.

1. Fire extinguisher locations:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

2. All staff are responsible for knowing how to use fire extinguishers. Training is reinforced through monthly drills.

K. The type and color of smoke can indicate the level of danger:

1. **Yellow smoke:** May indicate toxic gases—evacuate immediately; do not attempt to extinguish.
2. **Gray smoke with brown streaks:** Indicates a possible electrical fire—evacuate and keep clear.
3. **Dark gray or black smoke:** Indicates a primary fire—prioritize evacuation. Firefighting should only be attempted if no significant danger is present.

L. Do not allow anyone to re-enter the building until authorized by the fire department.

M. Fire drills will be conducted monthly during the school year.

INCLEMENT WEATHER

(See separate Appendix B for Hurricane and Appendix C for Severe Weather Plans)

II. ILLNESS OR INJURY

A. Minor Illness or Injury

1. Provide care using available first aid supplies.
2. Monitor the individual and reassess periodically to determine if additional medical attention is needed.

3. Document all treatments and observations in the child's file.
 4. Notify and consult with the child's family as appropriate.
-

B. Major Illness or Injury

1. Administer first aid as trained, when necessary (see Appendix A for detailed procedures).
 2. Call 911 if immediate medical assistance is required.
 3. If the condition requires medical evaluation but is not an emergency, arrange transportation to a hospital, emergency room, or pediatric clinic according to family instructions.
-

C. Death

1. In the event of a death at the campus, take the following actions immediately:
 - (a) Call 911 and request emergency assistance.
 - (b) Notify local law enforcement, who will inform the family.
 - (c) Notify the Campus Director, Head Start Director, and Chief Operating Officer.
 2. Do not move or disturb the body.
 3. Relocate all children to an area away from the scene.
 4. Provide children with only essential information and offer comfort and counseling as needed.
 5. Do not release information to the media. Refer all inquiries to the Campus Director and Chief Operating Officer.
-

D. Communicable Disease Protocol

1. If a child or staff member is suspected of having a communicable disease (such as COVID-19), they will be placed in a supervised isolation area until a family member can pick them up.
2. Once the individual has left the facility, cleaning and disinfecting of affected areas will begin as soon as possible, following CDC guidelines. The Campus Director will notify the Head Start Management Building and the local licensing representative.

3. If a case is confirmed, the Campus Director or designee will report it to the Head Start Management Building, local licensing, and/or the Health Department, while maintaining confidentiality. The facility will follow CDC guidance and agency policy regarding cleaning, sanitization, and any required temporary closures.

*****NOTE: Never move or touch unidentified or suspicious objects.**

I. BOMB THREATS

A. General Precautions

1. Treat every bomb threat as credible until proven otherwise.
2. Report any unidentified or suspicious objects to authorities immediately.
3. Evacuate to an outdoor location as far away from the building as safely possible. The evacuation area should be quickly checked before use.
4. If possible, leave windows and doors open during evacuation to help reduce potential blast damage.
5. Upon arrival, law enforcement will take control. The Campus Director or designee will assist as needed (e.g., unlocking doors, identifying suspicious items).
6. Do not re-enter the building until cleared by authorities.
7. Refer to Appendix D for the Bomb Threat Information Sheet.

B. Telephone Threat

1. The staff member receiving the call should immediately notify another staff member so that:
 - (a) Evacuation procedures can begin.
 - (b) Law enforcement can be contacted by calling 911.
2. Keep the caller on the line as long as possible.
3. Record information on the Bomb Threat Form, including:
 - (a) Time the call was received
 - (b) Exact words of the caller
 - (c) Description of the caller's voice
4. If possible, ask the caller:
 - (a) Location of the bomb
 - (b) Time of the explosion
 - (c) Description of the bomb
 - (d) Caller's name and location

C. Written Threats

1. Handle written threats as little as possible to preserve evidence (e.g., fingerprints). Save all materials, including envelopes or containers.
 2. Contact local law enforcement immediately, followed by the Head Start Director and/or Chief Operating Officer.
 3. Evacuate the building until authorities determine it is safe.
 4. Turn all materials over to law enforcement.
-

II. UTILITIES AND MAINTENANCE EMERGENCIES

A. Gas Leak

1. If gas is smelled, act immediately.
 2. Open windows to ventilate the area.
 3. Call 911 from outside the building using a cell phone or nearby phone.
 4. Do not operate electrical switches or use open flames.
 5. Turn off gas appliances and, if necessary, shut off the main gas valve.
 6. Evacuate immediately if the odor is strong.
 7. Do not re-enter until the fire department declares the building safe.
 8. Notify the CSNT Service Manager.
-

B. Power Failure

1. Emergency lighting should be activated automatically, if available.
 2. Flashlights are located at: _____
Spare batteries are located at: _____
 3. A battery-operated radio is located at: _____ and may be used to monitor conditions.
 4. Staff should contact:
(a) Power company: _____
(b) CSNT Service Manager
-

C. Loss of Water

1. Emergency water supplies are located at: _____ and should be used sparingly.
 2. Staff should contact:
 - (a) Local water department: _____
 - (b) CSNT Service Manager
-

D. Loss of Telephone Service

1. A designated cell phone is available at: _____. Use only when necessary.
 2. Staff should contact:
 - (a) Telephone company repair service: _____
 - (b) CSNT Service Manager
-

E. Loss of Heating and Air Conditioning (Emergencies Only)

1. Complete a Maintenance Action Ticket and follow guidance from Facilities Maintenance personnel.
 2. Contact the Service Manager if the issue is urgent.
-

F. Plumbing Problems (Emergencies Only)

1. Complete a Maintenance Action Ticket and follow instructions from Facilities Maintenance personnel.
2. Contact the Service Manager if the issue is urgent.

I. EMERGENCY EVACUATION

A. In the event of a fire, bomb threat, electrical issue, chemical hazard, or any other emergency requiring evacuation, all staff must follow these procedures:

1. Call 911 and report the emergency, requesting assistance from the local Fire Department and Law Enforcement.

2. Ensure that all children and staff are accounted for and safe.
3. Evacuate all children and staff to a safe location as far from the building as practical.
 - (a) Follow established evacuation routes whenever possible; however, adjust routes as needed to avoid hazards.
 - (b) Aid children and staff with special needs as required.
4. Conduct a second headcount to confirm that all individuals are present.
5. Notify the Head Start Director and/or Chief Operating Officer as soon as possible.
6. Do not approach or re-enter the building until clearance is given by the appropriate authorities.

Appendices

Appendix A of the Emergency Plan

SERIOUS INJURY OR ILLNESS

The immediate concern is to aid the sick or injured person. Proceed according to the following plan:

- A. No staff member should place themselves at risk in the rescue of an injured child or staff member. Call **911** and request the needed emergency responders.
- B. Do not move the victim, especially if their injury is the result of a fall, unless they are in a life threatening or dangerous environment.
- C. Begin First Aid/CPR. (Make sure that staff member is certified).
- D. Treat life-threatening injuries first in priority order:

1.) Impaired Breathing	2.) Heart or Circulatory
3.) Severe Bleeding	4.) Shock

- (a.) **Impaired Breathing** – Work efficiently. The average person will die in six minutes or less if their oxygen supply is cut off. Place victim on his/her back, loosen collar, remove any obstructions to the airway, and apply mouth-to-mouth resuscitation (if so trained). After the victim is breathing alone, treat for shock.
 - (b.) **Heart/Circulation Failure** – Work quickly. If possible, get trained help and work as a team. Apply cardiopulmonary resuscitation (CPR). If successful, treat for shock.
 - (c.) **Severe Bleeding** – Act quickly. Apply direct pressure on the wound with your hands, using a clean cloth, if one is available. If there are no fractures, elevate the wound. If bleeding is of a spouting or pumping nature, apply pressure to the appropriate arterial pressure point. Never use a tourniquet except as a last resort.
 - (d.) **Shock** – If there is no head or chest injury, keep head lower than the rest of the body. Loosen clothing and cover with blankets. Encourage fluids if victim is conscious and there is no abdominal injury or nausea.
- E. Other injuries/illnesses should be treated in priority with respect to threat of life.
 - F. Depending on the seriousness of the injury the victim should be taken to a nearby hospital by ambulance or driven by someone else.

Appendix B of the Emergency Plan

HURRICANE PLAN

A. The safe place designated by the Campus Director is the

_____.

1. All children will be moved to the safe location.
 2. Maintain flashlights and voice contact among staff members at all times.
 3. Direct all children to sit on the floor in designated area, not in front of doors.
 4. Advise all children to wear shoes.
 5. Make sure to do a head count before moving to safe place, after arriving at safe place, and after leaving designated area.
- B. After being certain that the storm has passed, staff members should do a head count and check the complete building for any damages such as fire, water, or structural.
- C. Notify the Head Start Director and/or Chief Operating Officer as soon as possible with an update of the conditions.
- D. Notify all local emergency responders that services are needed.

Appendix C of the Emergency Plan (Page 1 of 2)

TORNADO/SEVERE WEATHER WATCHES AND WARNING PROCEDURES

- A. The safe place in the building is the _____.
 - 1. All children will be moved to the designated safe location.
 - 2. Maintain flashlights and voice contact among staff members at all times.
 - 3. Direct all children to keep down on their knees with their heads between their legs covering their head with their hands.
 - 4. Advise all children to wear their shoes.
 - 5. Make sure to do a head count before moving to safe location, after arriving at the safe location, and after leaving the designated safe location.
- B. After being certain that storm has passed,
 - 1. Staff members should do a head count.
 - 2. Provide any necessary first aid and call **911** for any necessary response agencies.
 - 3. Check the complete building for any damages such as fire, water, or structural.
 - 4. Turn on and test utilities.
- C. Notify the Head Start Director and/or Chief Operating Officer as soon as possible with update of conditions.
- D. Notify all emergency agencies that services are needed.
- E. Severe Thunderstorm Watch
 - 1. Advise staff members of the weather condition.
 - 2. Monitor the NOAA Weather Radio for updates.
 - 3. Modify outdoor activities to ensure that relatively quick access to shelter is available.
- F. Severe Thunderstorm Warning
 - 1. Advise all staff members of the weather condition.
 - 2. Monitor the NOAA Weather Radio for updates.
 - 3. Terminate outdoor activities and seek shelter.
 - 4. Monitor sky conditions. If you see a dark, funnel-shaped cloud, seek shelter and if possible, call **911** and report it.

Appendix C of the Emergency Plan (Page 2 of 2)

TORNADO/SEVERE WEATHER WATCHES AND WARNING PROCEDURES

G. Tornado Watch

1. Take all precautions including in the Thunderstorm Watch in addition:
2. Upon approach of thunderstorms, cease any outdoor activity that would delay the seeking of shelter.
3. Monitor sky conditions. If you see a dark, funnel-shaped cloud, seek shelter and if possible, call **911** and report it.

H. Tornado Warning

1. Monitor radio continuously.
 2. Monitor sky conditions continuously. If you see a dark, funnel-shaped cloud, seek shelter and if possible, call **911** and report it.
 3. Turn off all utilities, if time permits.
 4. Move all staff members and children to designated safe location:
-

Appendix D of the Emergency Plan

BOMB THREAT INFORMATION FORM

Exact Time of Call: _____ Date of Call: _____

Exact Words of Caller: _____

QUESTIONS TO ASK:

1. When is bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

DESCRIBE CALLER'S VOICE (Circle)

Male/Female	age _____			
calm	disguised	nasal	angry	broken
stutter	slow	sincere	lips	rapid
giggling	deep	crying	squeaky	excited
stressed	accent	loud	slurred	normal

THREAT LANGUAGE

Well Spoken (educated)	Irrational	Message read or recorded
Foul/vulgar	Incoherent	

If voice is familiar, whom did it sound like? _____

Where there any background noises? _____

Remarks made by caller: _____

Person receiving the call: _____

Telephone number/line call received: _____

Appendix E of the Emergency Plan

FLOOD PLAN

When Flash Flood conditions are forecast, the following guidelines shall be used:

- A. Monitor NOAA Weather Radio for forecast updates.
- B. Move records and valuable equipment to higher floors. Store chemicals where flood waters cannot reach them and cause contamination.
- C. Make transportation preparations to move children and staff members in the event that evacuation is needed.
- D. Safe area to be evacuated to is: _____
Safe route three is: _____
- E. Evacuation:
 - 1. If the facility is in a low-lying area vulnerable to flooding, evacuation will be immediate.
 - 2. Evacuation is to follow the safest route possible (listen to weather and news reports for routes). Maintain voice contact among staff members and ensure all children and staff members are accounted for.
 - 3. If time and conditions permit, unplug all electrical appliances.
 - 4. All loose outdoor articles are to be brought in or tied down.
 - 5. Lock all doors.

Appendix F of the Emergency Plan

HAZARDOUS MATERIALS ACCIDENTS

- A. Evacuate the area immediately
 - 1. Do not turn any electrical switches **on or off**.
 - 2. Eliminate all open flames.
 - 3. Evacuation should be to an area (if possible) upwind and uphill of the facility.
- B. Call **911**, and report that there has been a Hazardous Materials Spill.
- C. Do not attempt to contain, touch, or identify (if unknown) the hazardous material.
- D. Do not attempt to rescue someone who has been overcome by fumes.
- E. If a child or staff member has had contact with chemicals; the chemicals should be washed off immediately.
- F. Do not return to the building until authorized to do so by the fire department.

Appendix G: Disability Tips for Relocation of Students

Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief/Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk Emergencies
Autism	Autism Spectrum Disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication	Structure, routine, normalcy, and familiarity with activity
Deaf blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development, cognitive development, communication, social or emotional development or adaptive (behavioral) development.	Minimize disruption of routine patterns of activity, modulate sensory input
Emotional disturbance	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate, or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Mental retardation	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf blindness.	

Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality, or an alertness to environmental stimuli.	Adaptive physical equipment cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing, and computing.	
Speech or language impairment	Communication disorder, stuttering	A disorder related to accurately producing or articulating the sounds of language to communicate	Sign language, hand signals, specialized communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychological impairment, or both that may affect cognition, behavior, social skills, and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Campus for Children with Disabilities at <http://www.nichcv.org/Disabilities/Catergories/Pages/Default.aspx>

In addition to the children with disabilities specified under IDEA law, the site director or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Children with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

Security Awareness Tips for Child Care Providers

*(Unless noted otherwise, these are just suggestions – **not** requirements. However, it is important that steps are taken to make sure that children are safe.)*

1. Monitor access to your facility.

- Make sure there is security for facility entrances. For example, single-action locks (which only lock people *out* of a building) and buzzers or bells that sound when doors are opened.
- Mandatory sign-in for all parents and visitors, with a staff person always assigned to answering the door or monitoring the building's entrance.
- Make sure that all adults who pick-up children are authorized to do so. For any adult staff do not know, the staff should check the adult's identification to make sure that the information matches the child's pick-up information.

2. Develop policies about information to share with the public.

- Never share information about a child with anyone except his/her parents or guardians. Decide if there is other information that is sensitive and should be shared only with certain people.
- Tell staff which information should (or should not) be shared, with whom, and how. Advise staff on what to do if they receive an unusual information request.
- Parents need information about your program to make informed decisions about their children. Be sure to balance security measures with responsiveness to parents/guardians.

3. Be alert and aware of your surroundings. Report anything out of the ordinary.

- Be aware of adults near your Campus or office who are not supposed to be there. Take notice of unusual visits or phone calls.
- Report anything out of the ordinary to the police and/or the Campus Director.

4. (Hopefully as usual) *maintain high standards for hand washing/other aspects of sanitation.*

- Ask all children, staff, and visitors (including parents) to wash their hands upon entering the Campus.
- Make sure that all children and staff wash their hands when coming in from outside; before preparing, serving, or eating food; after toileting; and after cleaning up sneezes.

- Take precautions in dealing with body fluids such as blood and vomit.

5. Get prepared for various types of emergencies.

- Call your local Emergency Management Agency to find out about your area's risks, what you can do to prepare, and how to develop an emergency plan.
- Train your staff on how to be prepared and how to use the emergency plan.
- As part of the emergency plan, develop a plan for relocating children off-site in case they need to be moved quickly for their safety. Identify two places (e.g., schools, recreation centers, other childcare facilities, etc.) about a mile away where you can take your children. Make arrangements with other facilities to accept your children and staff in case of an emergency. Tell parents ahead of time where they can find their children if they are relocated during an emergency.
- Make arrangements for transportation, if it is not readily available.
- Learn how to identify suspicious packages that could contain dangerous materials. Please note that the risk of this danger to childcare facilities is extremely low.
- As part of your monthly fire drill, have your staff identify at least two ways out of each room and practice through alternate exits.
- Each month, test smoke alarms to make sure that they are in working order and check any fire extinguishers you have to make sure that the gauges show they are still "charged." Train staff on how to use any fire extinguishers you have. The Local Fire Departments can help with training needs.

EMERGENCY PREPAREDNESS FOR CHILD CARE PROVIDERS

Before an emergency...

Know Your Risks

Call your local Emergency Management Agency to find out the potential risks in your area and how to prepare for them

Plan Ahead

Your program may want to build on the required emergency procedures to develop a comprehensive emergency plan.

Consider...

1. What will you do if an emergency occurs while children are in your care?
2. How might your response vary depending upon the type of emergency?
3. Where will you take children to minimize the risks of injury?
4. In case an emergency requires relocation, do you have secondary sites and emergency transportation lined up? Do you have portable records/supplies?
5. What will you say to children to reduce their fear and increase safety?
6. How will you communicate with parents, local authorities, and CSNT Admin Office?
7. What will you do if phone lines, or cell phone towers are down/circuits are busy?

Prepare An Emergency Supplies Kit

(Should be portable in case of emergency)

1. List of emergency phone numbers
2. (As available, cell phone, calling card, change for pay phones, or walkie talkies
3. Water – backup supply of what you typically use in a day (Note: boiled water is not good for infants)
4. Non-perishable food; manual can openers
5. First Aid Kits and blankets
6. NAAO Radio, flashlights, and extra batteries
7. Hand washing solution that does not require running water
8. Extra clothing and shoes for children
9. Other items for safety and comfort
10. If evacuating/relocating, remember child records, attendance sheets

Help Staff and Children Prepare

1. At least once per year, train staff on your emergency plan, specific disaster roles, and the location of disaster supplies.
2. Train new staff as part of the Campus orientation
3. In addition to monthly fire drills, have other periodic drills for other possible emergencies.
4. Look for approved training on emergency preparedness topics.
5. Identify “Safe Places” in your Campus to take children during storms.
6. Prepare children for emergencies through in-formative yet not threatening activities.
7. Provide parents with emergency preparedness materials for the home.

A. Enrollment & Program Options

Funded Enrollment by Funding Source

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

Funded Enrollment by Program Option

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

Funded Slots at Child Care Partner

7. Total number of slots in the center-based or locally designed option (A.2.a + A.2.b + A.5)	465
a. Of these, the total number of slots at a child care partner	0
8. Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options) (A.4 + A.7.a)	0

Classes in Center-Based

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

Children by Age

10. Children by Age:			
a. Under 1 year	0	d. 3 years old	213
b. 1 year old	0	e. 4 years old	303
c. 2 years old	3	f. 5 years and older	0
g. Total cumulative enrollment of children (A.10.a + A.10.b + A.10.c + A.10.d + A.10.e + A.10.f)			519

Cumulative Enrollment of Pregnant Women

11. Cumulative enrollment of pregnant women	0
---	---

Total Cumulative Enrollment

12. Total cumulative enrollment (A.10.g + A.11)	519
---	-----

A. Enrollment & Program Options

Primary Type of Documentation Used for Determining Eligibility

13. Report each enrollee only once by primary type of documentation used for determining eligibility:	
a. Income at or below 100% of federal poverty line	190
b. Public assistance	190
1. TANF documentation	0
2. SSI documentation	15
3. SNAP documentation	175
c. Foster care	19
d. Homeless	25
e. Eligibility based on other type of need, but not counted in A.13.a through d (commonly referred to as over-income)	46
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	49
g. MSHS program: at least one family member whose income is primarily from agricultural employment	0
h. AIAN Head Start program: in the approved service area of the program	0
14. If the program serves enrollees under A.13.f, specify how the program has demonstrated that all children in their area that would be eligible under A.13.a to A.13.d are being served.	
Selection Criteria serves most eligible children prior to 101-130% and Above Guidelines.	
15. Of those counted in A.13.a and A.13.f, number whose income was adjusted for excessive housing costs	0

Prior Enrollment

16. Enrolled in Head Start Preschool or Early Head Start for:	
a. The second year	163
b. Three or more years	18

Transition and Turnover (HS Preschool Programs)

17. Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	69
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	10
18. Of the number of preschool children enrolled in Head Start Preschool at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	269

A. Enrollment & Program Options

Transition and Turnover (EHS Programs)

19. Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	0
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	0
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	0
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start Preschool program	0
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	0
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	0
20. Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	0
21. Number of pregnant women receiving Early Head Start services at the time their infant was born	0
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	0
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in the program (A.21 - A.21.a)	0

Transition and Turnover (Migrant and Seasonal Programs)

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

Attendance

23. The total number of children cumulatively enrolled in the center-based or family child care program option	519
a. Of these children, the number of children that were chronically absent	172
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	117
24. Comments on children that were chronically absent:	
Cold/Cough, Fever, Personal Family Situations, Doctor's Appointments, and Transportation.	

Child Care Subsidy

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

A. Enrollment & Program Options

Race and/or Ethnicity

26. # of children/pregnant women that self-identify as one race and/or ethnicity:	
a. American Indian or Alaska Native alone	0
b. Asian alone	1
c. Black or African American alone	229
d. Hispanic or Latino alone	41
e. Middle Eastern or North African alone	0
f. Native Hawaiian or Pacific Islander alone	0
g. White alone	148
h. Multiracial and/or Multiethnic	100
i. Unspecified race and/or ethnicity	0
1. Explain:	
27. Of those children/pregnant women who self-identify as more than one race and/or ethnicity in A.26.h, report the race/ethnicity for those children/pregnant women.	
a. American Indian or Alaska Native	0
b. Asian	0
c. Black or African American	19
d. Hispanic or Latino	79
e. Middle Eastern or North African	0
f. Native Hawaiian or Pacific Islander	0
g. White	52

Primary Language of Family at Home

28. Primary language of family at home:	
a. English	473
1. Of these, the number of children acquiring/learning another language in addition to English	23
b. Spanish	44
c. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	2
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other	0
1. Specify:	
m. Unspecified (language is not known or parents declined identifying the home language)	0

Dual Language Learners

29. Total number of Dual Language Learners (A.28.a.1 + A.28.b through A.28.m)	69
---	----

Transportation

30. Number of children for whom transportation is provided to and from classes	158
--	-----

A. Enrollment & Program Options

Management Information Systems

31. List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.
Name/title
a. ChildPlus

B. Program Staff & Qualifications

Staff by Type	(1) HS or EHS Staff	(2) Contracted Staff
1. Total number of staff members, regardless of the funding source for their salary or number of hours worked	71	23
a. Of these, the number who are current or former Head Start Preschool or Early Head Start parents	29	2

Volunteers by Type

2. Number of persons providing any volunteer services to the program during the program year	429
a. Of these, the number who are current or former Head Start Preschool or Early Head Start parents	394

Preschool Classroom and Assistant Teachers (HS Preschool and Migrant and Seasonal Programs)

	(1) Classroom Teachers	(2) Assistant Teachers
3. Total number of preschool education and child development staff by position	23	27
a. An advanced (e.g., master's, doctoral) degree in:	3	0
early childhood education or		
any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.		
b. A bachelor's degree in one of the following:	20	0
early childhood education		
any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or		
any field and is part of the Teach for America program and passed a rigorous early childhood content exam		
c. An associate degree in:	0	2
early childhood education or		
a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	17
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	12
e. None of the qualifications listed in B.3.a through B.3.d	0	8

Preschool Classroom Teachers Program Enrollment

4. Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b (B.3.c.1 + B.3.d.1 + B.3.e.1)	0
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b.	0

Preschool Classroom Assistant Teachers Program Enrollment

5. Total number of preschool assistant teachers that do not meet qualifications listed in B.3.a through B.3.d (B.3.e)	8
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet the qualifications listed in B.3.a through B.3.d	6

B. Program Staff & Qualifications

Infant and Toddler Classroom Teachers (EHS and Migrant and Seasonal Programs)

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

B. Program Staff & Qualifications

Home Visitors and Family Child Care Provider Staff Qualifications

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

B. Program Staff & Qualifications

Classroom Teacher Salary by Level of Education

11. Classroom teacher salary by level of education:	
a. Advanced (e.g., master's, doctoral) degree in early childhood education or related degree	0
b. Bachelor's degree in early childhood education or related degree	0
c. Associate degree in early childhood education or related degree	0
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
e. Classroom teachers that do not have the qualifications listed in B.11.a through B.11.d	0

Average Salary

12. Average salary:	(1) Avg. Annual Salary	(2) Avg. Hourly Rate
a. Classroom Teachers	0	0
b. Assistant Teachers	0	0
c. Home-Based Visitors	0	0
d. Family Child Care Providers	0	0

Race and/or Ethnicity

13. # of nonsupervisory education and child development staff that self-identify as one race and/or ethnicity:	
a. American Indian or Alaska Native alone	0
b. Asian alone	0
c. Black or African American alone	28
d. Hispanic or Latino alone	2
e. Middle Eastern or North African alone	0
f. Native Hawaiian or Pacific Islander alone	0
g. White alone	15
h. Multiracial and/or Multiethnic	4
i. Unspecified race and/or ethnicity	0
1. Explain:	
14. # of those nonsupervisory education and child development staff who self-identify as more than one race and/or ethnicity in B.13.h, report the race/ethnicity of those staff members:	
a. American Indian or Alaska Native	0
b. Asian	0
c. Black or African American	1
d. Hispanic or Latino	4
e. Middle Eastern or North African	0
f. Native Hawaiian or Pacific Islander	0
g. White	3

B. Program Staff & Qualifications

Language

15. The number who are proficient in a language(s) other than English	4
a. Of these, the number who are proficient in more than one language other than English	0
16. Language groups in which staff are proficient:	
a. Spanish	3
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
1. Specify:	
l. Unspecified (language is not known or staff declined identifying the language)	1

All Staff Turnover

	Staff	Contract Staff
17. Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g., summer months)	10	1
a. Of these, the number who were replaced	4	1

Education and Child Development Staff Turnover

18. The number of classroom teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)	6
a. Of these, the number who were replaced	3
b. Of these, the number who left while classes and home visits were in session	6
c. Of these, the number that were classroom teachers who left the program	4
19. Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	0
c. Involuntary separation	3
d. Other (e.g., change in job field, reason not provided)	3
1. Specify:	
20. Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

C. Child & Family Services

	(1) At Enrollment	(2) At End of Enrollment Year
Health Insurance - Children		
1. Number of all children with health insurance	500	502
Of these, the number of children whose primary insurance fits into the following categories:		
a. Of these, the number enrolled in Medicaid and/or CHIP	431	433
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance (C.1-C.1.a)	69	69
2. Number of all children with no health insurance (A.10.g - C.1)	19	17

	(1) At Enrollment	(2) At End of Enrollment Year
Health Insurance - Pregnant Women (EHS Programs)		
3. Number of pregnant women with at least one type of health insurance.	0	0
a. Of these, the number enrolled in Medicaid	0	0
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance (C.3 - C.3.a)	0	0
4. Number of pregnant women with no health insurance (A.11 - C.3)	0	0

	(1) At Enrollment	(2) At End of Enrollment Year
Accessible Health Care - Children		
5. Number of children with and ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	513	517
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	1

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

C. Child & Family Services

			(1) At Enrollment	(2) At End of Enrollment Year
Medical Services - Children				
7. Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care			2	369
8. Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed				41
a. Of these, the number who received medical treatment for their diagnosed chronic health condition				39
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:				Number of Children
1. No medical treatment needed				0
2. No health insurance				0
3. Parents did not keep/make appointment				0
4. Children left the program before their appointment date				0
5. Appointment is scheduled for future date				2
6. Other				0
1. Specify:				
9. Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:				
a. Autism spectrum disorder (ASD)	0	f. Hearing Problems	0	
b. Attention deficit hyperactivity disorder (ADHD)	0	g. Vision Problems	38	
c. Asthma	3	h. Blood lead level test with elevated lead levels >3.5 µg/dL	0	
d. Seizures	0	i. Diabetes	0	
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)			0	

Body Mass Index (BMI) - Children (HS Preschool and Migrant and Seasonal Programs)

	Children at enrollment
10. Number of children who are in the following weight categories according to the 2022 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	36
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	263
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	69
d. Obese (BMI at or above 95th percentile for child's age and sex)	134

	(1) At Enrollment	(2) At End of Enrollment Year
Immunizations Services - Children		
11. Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	437	462
12. Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	47	26
13. Number of children who meet their state's guidelines for an exemption from immunizations	18	18

C. Child & Family Services

Medical and Wellbeing Services - Pregnant Women (EHS Programs)

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

Prenatal Health – Pregnant Women (EHS Programs)

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

Newborn Visit - Pregnant Women (EHS Programs)

17. Indicate the number of pregnant women that received a newborn visit	
a. Within two weeks after the infant's birth	0
b. Between two to six weeks after the infant's birth	0
c. After six weeks following the infant's birth	0

Accessible Dental Care – Children

	(1) At Enrollment	(2) At End of Enrollment Year
18. Number of children with continuous, accessible oral care provided by an oral health care professional which includes access to oral health preventive care and oral treatment	472	485

C. Child & Family Services

	Number of Children
19. Number of children who received oral health preventive care during the program year	434
20. Number of all children who have completed a professional oral examination during the program year	434
a. Of these, the number of children diagnosed as needing oral treatment during the program year	11
1. Of these, the number of children who received oral treatment during the program year	10
b. Specify the primary reason that children who needed oral treatment did not receive it:	Number of Children
1. Health insurance doesn't cover oral treatment	0
2. No oral care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3- to 5-year-old children	0
5. Dentists in the area do not treat children below age 3	0
6. Parents did not keep/make appointment	0
7. Children left the program before their appointment date	0
8. Appointment is scheduled for future date	0
9. No transportation	0
10. Other	0
1. Specify:	

Mental Health Consultation

21. Total number of classroom teachers, home visitors, and family child care providers (B.3(1) + B.6 + B.8 + B.9)	23
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	23

IDEA Eligibility Determination

22. The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	47
a. Of these, the number who received an evaluation to determine IDEA eligibility	29
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	20
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	9
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act .	1
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility (C.22 - C.22.a)	18
23. Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it :	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	0
c. Evaluation is pending and not yet completed by responsible agency	18
d. Other	0
1. Specify:	

C. Child & Family Services

Preschool Disabilities Services (HS Preschool and Migrant and Seasonal Programs)

24. Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year.	48
a. Of these, the number who were determined eligible to receive special education and related services:	
1. Prior to this program year	18
2. During this program year	30
b. Of these, the number who have not received special education and related services	0

Infant and Toddler Part C Early Intervention Services (EHS and Migrant and Seasonal Programs)

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

Preschool Primary Disabilities (HS Preschool and Migrant and Seasonal Programs)

	(1) Determined to have Disability	(2) Receiving Special Services
26. Diagnosed primary disability:		
a. Health impairment (i.e., meeting IDEA definition of "other health impairment")	1	1
b. Emotional disturbance	0	0
c. Speech or language impairments	34	34
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	10	10
j. Traumatic brain injury	0	0
k. Non-categorical / developmental delay	1	1
l. Multiple disabilities (excluding deaf-blind)	2	2
m. Deaf-blind	0	0

C. Child & Family Services

Education and Development Tools/Approaches

Screening

27. Number of all newly enrolled children since last year's PIR was reported	360
28. Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	278
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	39
29. The instrument(s) used by the program for developmental screening: Enter primary tool first	
a. Developmental Indicators for the Assessment of Learning (DIAL; all editions)	
b. E-DECA	
c.	

Assessment

30. Approach or tool(s) used by the program to support ongoing child assessment : Enter primary tool first	
a. CLI-Engage	
b.	
c.	

Curriculum

31. Curriculum used by the program: (Enter curriculum used as primary foundation first)	
a. For center-based services:	
1. Frog Street Pre-K	
2. Frog Street Three	
3.	
b. For family child care services:	
1.	
2.	
3.	
c. For home-based services:	
1.	
2.	
3.	
d. For pregnant women services:	
1.	
2.	
3.	
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)	
1. Parent Powered	
2.	
3.	

Classroom and Home Visit Observation Tools

	Yes (Y)/ No (N)
32. Does the program routinely use classroom or home visit observation tools to assess quality?	Yes
33. If yes, classroom and home visit observation tool(s) used by the program:	
a. Center-based settings	Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)
b. Home-based settings	
c. Family child care settings	

C. Child & Family Services

Family and Community Partnerships

Number of Families

34. Total number of families:	490
a. Of these, the number of two-parent families	166
b. Of these, the number of single-parent families	324
35. Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	467
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	294
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	17
b. Grandparents	11
c. Relative(s) other than grandparents	3
d. Foster parent(s) not including relatives	9
e. Other	0
1. Specify:	

Parent/Guardian Education

36. Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s). Count each family only once:	
a. An advanced (e.g., master's, doctoral) degree or bachelor's degree	85
b. An associate degree, vocational school, or some college	67
c. A high school graduate or GED	237
d. Less than high school graduate	87

Employment, Job Training, and School

37. Total number of families in which at enrollment :	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	348
1. Of these families, the number in which one or more parent/guardian is employed	341
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	79
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, bachelor's, or advanced (e.g., master's, doctoral) degree)	79
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	134
38. Total number of families in which at end of enrollment:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	219
1. Of these families, the number of families that were also counted in C.37.a (as having been employed, in job training, or in school at enrollment)	212
2. Of these families, the number of families that were also counted in C.37.b (as having NOT been employed, in job training, or in school at enrollment)	7
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	90
1. Of these families, the number of families that were also counted in C.37.a	4
2. Of these families, the number of families that were also counted in C.37.b	86

Military Families

39. Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	3
b. At least one parent/guardian is a veteran of the United States military	11

C. Child & Family Services

	(1) At Enrollment	(2) At End of Enrollment Year
Federal or Other Assistance		
40. Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	3	3
41. Total number of families receiving Supplemental Security Income (SSI)	30	30
42. Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	107	98
43. Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	230	231

Family Services	Services Received
44. The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	14
b. Housing assistance (e.g., subsidies, utilities, repairs)	2
c. Asset building services (e.g., financial education, debt counseling)	35
d. Mental health services	7
e. Substance misuse prevention	1
f. Substance misuse treatment	7
g. English as a Second Language (ESL) training	15
h. Assistance in enrolling into an education or job training program	24
i. Research-based parenting curriculum	422
j. Involvement in discussing their child's screening and assessment results and their child's progress	487
k. Supporting transitions between programs (i.e., EHS to HS Preschool, HS Preschool to kindergarten)	474
l. Education on preventive medical and oral health	478
m. Education on health and developmental consequences of tobacco product use	129
n. Education on nutrition	482
o. Education on postpartum care (e.g., breastfeeding support)	5
p. Education on relationship/marriage	10
q. Assistance to families of incarcerated individuals	0
45. Of these, the number of families who were counted in at least one of the services listed above	490

Father / Male Caregiver Engagement

46. Number of fathers/male caregivers who were engaged in the following activities during this program year:	
a. Family assessment	139
b. Family goal setting	138
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, volunteering)	130
d. Head Start program governance, such as participation in the Policy Council or policy committees	26
e. Parenting education workshops	34

Homelessness Services

47. Total number of families experiencing homelessness that were served during the enrollment year	19
48. Total number of children experiencing homelessness that were served during the enrollment year	19
49. Total number of families experiencing homelessness that acquired housing during the enrollment year	6

Foster Care and Child Welfare

50. Total number of enrolled children who were in foster care at any point during the program year	26
51. Total number of enrolled children who were referred to Head Start Preschool/Early Head Start services by a child welfare agency	7

D. Grant Level Questions

Intensive Coaching

1. The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, family child care providers) that received intensive coaching	6
2. The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	1

Management Staff Salaries

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

of education managers /coordinators

Education Management Staff Qualifications

4. Total number of education managers/coordinators (D.3.c(3))	1
a. Of these, the number of education manager/coordinators with a bachelor's or advanced (e.g., master's, doctoral) degree in early childhood education or a bachelor's or advance (e.g., master's, doctoral) degree and equivalent coursework in early childhood education with early education teaching experience	1
b. Of these, the number of education manager/coordinators that do not meet one of the qualifications in D.4.a	0
1. Of the education manager/coordinators in D.4.b, the number enrolled in a program that would meet a qualification described in D.4.a	0

of family services staff

Family Services Staff Qualifications

5. Total number of family services staff:	17
a. Of these, the number that have a credential, certification, associate, bachelor's, or advanced (e.g., master's, doctoral) degree in social work, human services, family services, counseling, or a related field	17
b. Of these, the number that do not meet one of the qualifications described in D.5.a	0
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	0

of formal agreements

Formal Agreements for Collaboration

6. Total number of child care partners in which a formal agreement was in effect	0
7. Total number of LEAs in the service area	23
a. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate services for children with disabilities	8
b. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate transition services	8
8. Total number of Part C agencies in the service area	5
a. Of these, the total number of Part C agencies in which a formal agreement was in effect to coordinate services for children with disabilities	5

A. Enrollment & Program Options

Funded Enrollment by Funding Source

1. Funded Enrollment	
a. Head Start Preschool/Early Head Start Funded Enrollment, as identified on the Notice of Award (NOA) that captures the greatest part of the program year	16
b. Funded Enrollment from non-federal sources, i.e., state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program using the Early Head Start home visiting model	0

Funded Enrollment by Program Option

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

Funded Slots at Child Care Partner

7. Total number of slots in the center-based or locally designed option (A.2.a + A.2.b + A.5)	16
a. Of these, the total number of slots at a child care partner	0
8. Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options) (A.4 + A.7.a)	0

Classes in Center-Based

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

Children by Age

10. Children by Age:			
a. Under 1 year	1	d. 3 years old	0
b. 1 year old	6	e. 4 years old	0
c. 2 years old	11	f. 5 years and older	0
g. Total cumulative enrollment of children (A.10.a + A.10.b + A.10.c + A.10.d + A.10.e + A.10.f)			18

Cumulative Enrollment of Pregnant Women

11. Cumulative enrollment of pregnant women	0
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Total Cumulative Enrollment

12. Total cumulative enrollment (A.10.g + A.11)	18
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A. Enrollment & Program Options

Primary Type of Documentation Used for Determining Eligibility

13. Report each enrollee only once by primary type of documentation used for determining eligibility:	
a. Income at or below 100% of federal poverty line	4
b. Public assistance	9
1. TANF documentation	0
2. SSI documentation	1
3. SNAP documentation	8
c. Foster care	4
d. Homeless	0
e. Eligibility based on other type of need, but not counted in A.13.a through d (commonly referred to as over-income)	1
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	0
g. MSHS program: at least one family member whose income is primarily from agricultural employment	0
h. AIAN Head Start program: in the approved service area of the program	0
14. If the program serves enrollees under A.13.f, specify how the program has demonstrated that all children in their area that would be eligible under A.13.a to A.13.d are being served.	
Selection Criteria serves most eligible children prior to 101-130% and Above Guidelines.	
15. Of those counted in A.13.a and A.13.f, number whose income was adjusted for excessive housing costs	0

Prior Enrollment

16. Enrolled in Head Start Preschool or Early Head Start for:	
a. The second year	3
b. Three or more years	0

Transition and Turnover (HS Preschool Programs)

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

A. Enrollment & Program Options

Transition and Turnover (EHS Programs)

19. Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	3
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	0
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	0
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start Preschool program	0
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	0
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	0
20. Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	0
21. Number of pregnant women receiving Early Head Start services at the time their infant was born	0
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	0
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in the program (A.21 - A.21.a)	0

Transition and Turnover (Migrant and Seasonal Programs)

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

Attendance

23. The total number of children cumulatively enrolled in the center-based or family child care program option	18
a. Of these children, the number of children that were chronically absent	14
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	11
24. Comments on children that were chronically absent:	
Cold/Cough, Fever, Transportation, and Personal Situations.	

Child Care Subsidy

25. The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0
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A. Enrollment & Program Options

Race and/or Ethnicity

26. # of children/pregnant women that self-identify as one race and/or ethnicity:	
a. American Indian or Alaska Native alone	0
b. Asian alone	0
c. Black or African American alone	13
d. Hispanic or Latino alone	1
e. Middle Eastern or North African alone	0
f. Native Hawaiian or Pacific Islander alone	0
g. White alone	1
h. Multiracial and/or Multiethnic	3
i. Unspecified race and/or ethnicity	0
1. Explain:	
27. Of those children/pregnant women who self-identify as more than one race and/or ethnicity in A.26.h, report the race/ethnicity for those children/pregnant women.	
a. American Indian or Alaska Native	0
b. Asian	0
c. Black or African American	1
d. Hispanic or Latino	2
e. Middle Eastern or North African	0
f. Native Hawaiian or Pacific Islander	0
g. White	1

Primary Language of Family at Home

28. Primary language of family at home:	
a. English	17
1. Of these, the number of children acquiring/learning another language in addition to English	1
b. Spanish	1
c. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other	0
1. Specify:	
m. Unspecified (language is not known or parents declined identifying the home language)	0

Dual Language Learners

29. Total number of Dual Language Learners (A.28.a.1 + A.28.b through A.28.m)	2
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Transportation

30. Number of children for whom transportation is provided to and from classes	0
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A. Enrollment & Program Options
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Management Information Systems

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

Name/title

a. ChildPlus

B. Program Staff & Qualifications

Staff by Type	(1) HS or EHS Staff	(2) Contracted Staff
1. Total number of staff members, regardless of the funding source for their salary or number of hours worked	7	0
a. Of these, the number who are current or former Head Start Preschool or Early Head Start parents	2	0

Volunteers by Type

2. Number of persons providing any volunteer services to the program during the program year	18
a. Of these, the number who are current or former Head Start Preschool or Early Head Start parents	18

Preschool Classroom and Assistant Teachers (HS Preschool and Migrant and Seasonal Programs)

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

Preschool Classroom Teachers Program Enrollment

4. Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b (B.3.c.1 + B.3.d.1 + B.3.e.1)	0
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b.	0

Preschool Classroom Assistant Teachers Program Enrollment

5. Total number of preschool assistant teachers that do not meet qualifications listed in B.3.a through B.3.d (B.3.e)	0
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet the qualifications listed in B.3.a through B.3.d	0

B. Program Staff & Qualifications

Infant and Toddler Classroom Teachers (EHS and Migrant and Seasonal Programs)

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

B. Program Staff & Qualifications

Home Visitors and Family Child Care Provider Staff Qualifications

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

B. Program Staff & Qualifications

Classroom Teacher Salary by Level of Education

11. Classroom teacher salary by level of education:	
a. Advanced (e.g., master's, doctoral) degree in early childhood education or related degree	0
b. Bachelor's degree in early childhood education or related degree	0
c. Associate degree in early childhood education or related degree	1
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	2
e. Classroom teachers that do not have the qualifications listed in B.11.a through B.11.d	0

Average Salary

12. Average salary:	(1) Avg. Annual Salary	(2) Avg. Hourly Rate
a. Classroom Teachers	0	0
b. Assistant Teachers	0	0
c. Home-Based Visitors	0	0
d. Family Child Care Providers	0	0

Race and/or Ethnicity

13. # of nonsupervisory education and child development staff that self-identify as one race and/or ethnicity:	
a. American Indian or Alaska Native alone	0
b. Asian alone	0
c. Black or African American alone	2
d. Hispanic or Latino alone	0
e. Middle Eastern or North African alone	0
f. Native Hawaiian or Pacific Islander alone	0
g. White alone	0
h. Multiracial and/or Multiethnic	1
i. Unspecified race and/or ethnicity	0
1. Explain:	
14. # of those nonsupervisory education and child development staff who self-identify as more than one race and/or ethnicity in B.13.h, report the race/ethnicity of those staff members:	
a. American Indian or Alaska Native	0
b. Asian	0
c. Black or African American	0
d. Hispanic or Latino	0
e. Middle Eastern or North African	0
f. Native Hawaiian or Pacific Islander	0
g. White	0

B. Program Staff & Qualifications

Language

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

All Staff Turnover

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

Education and Child Development Staff Turnover

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

C. Child & Family Services

	(1) At Enrollment	(2) At End of Enrollment Year
Health Insurance - Children		
1. Number of all children with health insurance	18	18
Of these, the number of children whose primary insurance fits into the following categories:		
a. Of these, the number enrolled in Medicaid and/or CHIP	18	18
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance (C.1-C.1.a)	0	0
2. Number of all children with no health insurance (A.10.g - C.1)	0	0

	(1) At Enrollment	(2) At End of Enrollment Year
Health Insurance - Pregnant Women (EHS Programs)		
3. Number of pregnant women with at least one type of health insurance.	0	0
a. Of these, the number enrolled in Medicaid	0	0
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance (C.3 - C.3.a)	0	0
4. Number of pregnant women with no health insurance (A.11 - C.3)	0	0

	(1) At Enrollment	(2) At End of Enrollment Year
Accessible Health Care - Children		
5. Number of children with and ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	18	18
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

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

C. Child & Family Services

		(1) At Enrollment	(2) At End of Enrollment Year
Medical Services - Children			
7. Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care		2	13
8. Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed			2
a. Of these, the number who received medical treatment for their diagnosed chronic health condition			2
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:			Number of Children
1. No medical treatment needed			0
2. No health insurance			0
3. Parents did not keep/make appointment			0
4. Children left the program before their appointment date			0
5. Appointment is scheduled for future date			0
6. Other			0
1. Specify:			
9. Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:			
a. Autism spectrum disorder (ASD)	0	f. Hearing Problems	1
b. Attention deficit hyperactivity disorder (ADHD)	0	g. Vision Problems	1
c. Asthma	0	h. Blood lead level test with elevated lead levels >3.5 µg/dL	1
d. Seizures	0	i. Diabetes	0
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)			0

Body Mass Index (BMI) - Children (HS Preschool and Migrant and Seasonal Programs)

		Children at enrollment
10. Number of children who are in the following weight categories according to the 2022 CDC BMI-for-age growth charts		
a. Underweight (BMI less than 5th percentile for child's age and sex)		0
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)		0
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)		0
d. Obese (BMI at or above 95th percentile for child's age and sex)		0

		(1) At Enrollment	(2) At End of Enrollment Year
Immunizations Services - Children			
11. Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age		15	16
12. Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age		1	0
13. Number of children who meet their state's guidelines for an exemption from immunizations		1	1

C. Child & Family Services

Medical and Wellbeing Services - Pregnant Women (EHS Programs)

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

Prenatal Health – Pregnant Women (EHS Programs)

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

Newborn Visit - Pregnant Women (EHS Programs)

17. Indicate the number of pregnant women that received a newborn visit	
a. Within two weeks after the infant's birth	0
b. Between two to six weeks after the infant's birth	0
c. After six weeks following the infant's birth	0

Accessible Dental Care – Children

	(1) At Enrollment	(2) At End of Enrollment Year
18. Number of children with continuous, accessible oral care provided by an oral health care professional which includes access to oral health preventive care and oral treatment	17	17

C. Child & Family Services

	Number of Children
19. Number of children who received oral health preventive care during the program year	16
20. Number of all children who have completed a professional oral examination during the program year	16
a. Of these, the number of children diagnosed as needing oral treatment during the program year	0
1. Of these, the number of children who received oral treatment during the program year	0
b. Specify the primary reason that children who needed oral treatment did not receive it:	Number of Children
1. Health insurance doesn't cover oral treatment	0
2. No oral care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3- to 5-year-old children	0
5. Dentists in the area do not treat children below age 3	0
6. Parents did not keep/make appointment	0
7. Children left the program before their appointment date	0
8. Appointment is scheduled for future date	0
9. No transportation	0
10. Other	0
1. Specify:	

Mental Health Consultation

21. Total number of classroom teachers, home visitors, and family child care providers (B.3(1) + B.6 + B.8 + B.9)	3
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	3

IDEA Eligibility Determination

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

C. Child & Family Services

Preschool Disabilities Services (HS Preschool and Migrant and Seasonal Programs)

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

Infant and Toddler Part C Early Intervention Services (EHS and Migrant and Seasonal Programs)

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

Preschool Primary Disabilities (HS Preschool and Migrant and Seasonal Programs)

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

C. Child & Family Services

Education and Development Tools/Approaches

Screening

27. Number of all newly enrolled children since last year's PIR was reported	15
28. Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	3
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	0
29. The instrument(s) used by the program for developmental screening: Enter primary tool first	
a. Ages and Stages Questionnaire (ASQ; all editions)	
b.	
c.	

Assessment

30. Approach or tool(s) used by the program to support ongoing child assessment : Enter primary tool first	
a. CLI-Engage	
b.	
c.	

Curriculum

31. Curriculum used by the program: (Enter curriculum used as primary foundation first)	
a. For center-based services:	
1. Frog Street Infant	
2. Frog Street Toddler	
3.	
b. For family child care services:	
1.	
2.	
3.	
c. For home-based services:	
1.	
2.	
3.	
d. For pregnant women services:	
1.	
2.	
3.	
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)	
1. Parent Powered	
2.	
3.	

Classroom and Home Visit Observation Tools

	Yes (Y)/ No (N)
32. Does the program routinely use classroom or home visit observation tools to assess quality?	Yes
33. If yes, classroom and home visit observation tool(s) used by the program:	
a. Center-based settings	Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)
b. Home-based settings	
c. Family child care settings	

C. Child & Family Services

Family and Community Partnerships

Number of Families

34. Total number of families:	17
a. Of these, the number of two-parent families	4
b. Of these, the number of single-parent families	13
35. Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	12
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	10
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	0
b. Grandparents	3
c. Relative(s) other than grandparents	2
d. Foster parent(s) not including relatives	0
e. Other	0
1. Specify:	

Parent/Guardian Education

36. Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s). Count each family only once:	
a. An advanced (e.g., master's, doctoral) degree or bachelor's degree	2
b. An associate degree, vocational school, or some college	4
c. A high school graduate or GED	10
d. Less than high school graduate	1

Employment, Job Training, and School

37. Total number of families in which at enrollment :	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	11
1. Of these families, the number in which one or more parent/guardian is employed	10
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	3
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, bachelor's, or advanced (e.g., master's, doctoral) degree)	3
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	6
38. Total number of families in which at end of enrollment:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	6
1. Of these families, the number of families that were also counted in C.37.a (as having been employed, in job training, or in school at enrollment)	6
2. Of these families, the number of families that were also counted in C.37.b (as having NOT been employed, in job training, or in school at enrollment)	0
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	4
1. Of these families, the number of families that were also counted in C.37.a	0
2. Of these families, the number of families that were also counted in C.37.b	4

Military Families

39. Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	0

C. Child & Family Services

	(1) At Enrollment	(2) At End of Enrollment Year
Federal or Other Assistance		
40. Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	0	0
41. Total number of families receiving Supplemental Security Income (SSI)	2	2
42. Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	15	11
43. Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	13	12

Family Services	Services Received
44. The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	0
b. Housing assistance (e.g., subsidies, utilities, repairs)	0
c. Asset building services (e.g., financial education, debt counseling)	0
d. Mental health services	0
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	1
h. Assistance in enrolling into an education or job training program	5
i. Research-based parenting curriculum	16
j. Involvement in discussing their child's screening and assessment results and their child's progress	16
k. Supporting transitions between programs (i.e., EHS to HS Preschool, HS Preschool to kindergarten)	15
l. Education on preventive medical and oral health	16
m. Education on health and developmental consequences of tobacco product use	0
n. Education on nutrition	17
o. Education on postpartum care (e.g., breastfeeding support)	0
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
45. Of these, the number of families who were counted in at least one of the services listed above	17

Father / Male Caregiver Engagement

46. Number of fathers/male caregivers who were engaged in the following activities during this program year:	
a. Family assessment	3
b. Family goal setting	3
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, volunteering)	1
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	0

Homelessness Services

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

Foster Care and Child Welfare

50. Total number of enrolled children who were in foster care at any point during the program year	6
51. Total number of enrolled children who were referred to Head Start Preschool/Early Head Start services by a child welfare agency	4

D. Grant Level Questions

Intensive Coaching

1. The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, family child care providers) that received intensive coaching	3
2. The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	1

Management Staff Salaries

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

**# of education
managers
/coordinators**

Education Management Staff Qualifications

4. Total number of education managers/coordinators (D.3.c(3))	0
a. Of these, the number of education manager/coordinators with a bachelor's or advanced (e.g., master's, doctoral) degree in early childhood education or a bachelor's or advance (e.g., master's, doctoral) degree and equivalent coursework in early childhood education with early education teaching experience	0
b. Of these, the number of education manager/coordinators that do not meet one of the qualifications in D.4.a	0
1. Of the education manager/coordinators in D.4.b, the number enrolled in a program that would meet a qualification described in D.4.a	0

**# of family
services staff**

Family Services Staff Qualifications

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

**# of formal
agreements**

Formal Agreements for Collaboration

6. Total number of child care partners in which a formal agreement was in effect	0
7. Total number of LEAs in the service area	0
a. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate services for children with disabilities	0
b. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate transition services	0
8. Total number of Part C agencies in the service area	0
a. Of these, the total number of Part C agencies in which a formal agreement was in effect to coordinate services for children with disabilities	0

Customer Satisfaction Survey Analysis

- Q1: The program and my participation in it has been fully explained to me. - Strongly Agree: 48.89%, Agree: 27.41%, Strongly Disagree: 11.48%, Not Sure: 8.15%, Disagree: 4.07%
- Q2: Would you like to answer three additional questions on this topic? - Yes: 79.49%, No: 20.51%
- Q3: I knew what services I needed before I applied for assistance. - Yes: 92.99%, No: 7.01%
- Q4: My Case Manager was very good at explaining the programs to me. - Yes: 84.29%, No: 15.71%
- Q5: I know what is expected of me with regard to this program. - Yes: 85.45%, No: 14.55%
- Q6: Because of the program, I am better able to provide for myself and my household. - Strongly Agree: 55.83%, Agree: 24.17%, Not Sure: 9.58%, Strongly Disagree: 8.75%, Disagree: 1.67%
- Q7: Would you like to answer three additional questions on this topic? - Yes: 72.73%, No: 27.27%
- Q8: Getting help makes me think about making better decisions. - Yes: 91.4%, No: 8.6%
- Q9: I experience less fear knowing there is help available. - Yes: 93.58%, No: 6.42%
- Q10: I am better at knowing what my family needs. - Yes: 96.24%, No: 3.76%
- Q11: This program has taught me to find services I need. - Strongly Agree: 46.38%, Agree: 31.06%, Not Sure: 10.21%, Strongly Disagree: 8.51%, Disagree: 3.83%
- Q12: Would you like to answer three additional questions on this topic? - Yes: 63.77%, No: 36.23%
- Q13: I have learned about new services available to me. - Yes: 74.55%, No: 25.45%
- Q14: I have learned about new organizations that help people. - Yes: 76.65%, No: 23.35%
- Q15: Sometimes I search online and find help that I need. - Yes: 59.76%, No: 40.24%
- Q16: Because of the program, I am better at problem solving. - Strongly Agree: 34.08%, Agree: 30.49%, Not Sure: 27.35%, Strongly Disagree: 5.38%, Disagree: 2.69%
- Q17: Would you like to answer three additional questions on this topic? - Yes: 58.95%, No: 41.05%
- Q18: I see my household in a different way now. - Yes: 74.83%, No: 25.17%
- Q19: I consider my options before making decisions. - Yes: 98.66%, No: 1.34%
- Q20: Sometimes I ask advice from someone I trust before I make a decision. - Yes: 79.05%, No: 20.95%
- Q21: Because of the program, I am better at keeping a budget. - Strongly Agree: 41.47%, Agree: 32.72%, Not Sure: 16.59%, Strongly Disagree: 5.07%, Disagree: 4.15%
- Q22: Would you like to answer three additional questions on this topic? - Yes: 59.38%, No: 40.62%
- Q23: I have been able to add to my savings. - No: 76.6%, Yes: 23.4%

- Q24: Sometimes I have a little money left at the end of the month. - Yes: 52.38%, No: 47.62%
- Q25: It's still tough, but I'm staying within my budget. - Yes: 86.21%, No: 13.79%
- Q26: I can speak openly and honestly with my Case Manager. - Strongly Agree: 51.8%, Agree: 24.32%, Not Sure: 12.16%, Strongly Disagree: 9.46%, Disagree: 2.25%
- Q27: Would you like to answer three additional questions on this topic? - Yes: 54.7%, No: 45.3%
- Q28: My case manager seems to understand my issues. - Yes: 89.23%, No: 10.77%
- Q29: I am confident that my case manager doesn't discuss my issues with others. - Yes: 89.31%, No: 10.69%
- Q30: Being open and honest with my case manager has helped my situation. - Yes: 91.11%, No: 8.89%
- Q31: My Case Manager listens to me and is genuinely interested in helping me. - Strongly Agree: 51.87%, Agree: 28.5%, Not Sure: 9.81%, Strongly Disagree: 7.94%, Disagree: 1.87%
- Q32: Would you like to answer three additional questions on this topic? - Yes: 50.54%, No: 49.46%
- Q33: Sometimes I feel like I'm the only family my case manager works with. - No: 62.6%, Yes: 37.4%
- Q34: My case manager doesn't rush me out of their office. - Yes: 50.43%, No: 49.57%
- Q35: My case manager knows my household issues and really cares about them. - Yes: 86.29%, No: 13.71%
- Q36: My Case Manager was reasonably accessible when I tried to contact them. - Strongly Agree: 38.5%, Agree: 29.58%, Strongly Disagree: 11.27%, Not Sure: 11.27%, Disagree: 9.39%
- Q37: Would you like to answer three additional questions on this topic? - No: 50.56%, Yes: 49.44%
- Q38: I can get through when I call. - Yes: 66.67%, No: 33.33%
- Q39: My case manager is really good at calling me back. - Yes: 80.31%, No: 19.69%
- Q40: My case manager takes their time with me, even on the phone. - Yes: 83.2%, No: 16.8%
- Q41: My Case Manager was able to help me find the services I needed. - Strongly Agree: 54.15%, Agree: 24.88%, Not Sure: 9.76%, Strongly Disagree: 9.27%, Disagree: 1.95%
- Q42: Would you like to answer three additional questions on this topic? - Yes: 50.29%, No: 49.71%
- Q43: My case manager knew what I needed and helped me get it. - Yes: 89.06%, No: 10.94%
- Q44: I had to go somewhere else for help, but my case manager knew right where to send me. - No: 71.43%, Yes: 28.57%
- Q45: I actually received the help I needed. - Yes: 93.13%, No: 6.87%
- Q46: In which county did you receive services? - Bowie County: 23.61%, Titus County: 20.37%, Cass County: 16.2%, Lamar County: 12.5%, Camp County: 9.72%, others less than 5% each.

Outcomes				Services			
FNPI 1	Employment Outcomes	2026	Target	SRV 1	Employment Services	2026	Estimate
FNPI 1a	The number of unemployed youth who obtained employment to gain skills or income.			SRV 1a-f	Skills Training and Opportunities for Experience		
FNPI 1b	The number of unemployed adults who obtained employment (up to a living wage).	1	20	SRV 1a	Vocational Training		5
FNPI 1c	The number of unemployed adults who obtained and maintained employment for at least 90 days (up to a living wage).		15	SRV 1b	On-the-Job and other Work Experience		5
FNPI 1e	The number of unemployed adults who obtained employment (with a living wage or higher).			SRV 1c	Youth Summer Work Placements		4
FNPI 1f	The number of unemployed adults who obtained and maintained employment for at least 90 days (with a living wage or higher).			SRV 1d	Apprenticeship/Internship		4
FNPI 1h	The number of employed participants in a career-advancement related program who entered or transitioned into a position that provided increased income and/or benefits.		6	SRV 1e	Self-Employment Skills Training		
FNPI 1h.1	Of the above, the number of employed participants who Increased income from employment through wage or salary amount increase.	6	4	SRV 1f	Job Readiness Training		20
FNPI 1h.2	Of the above, the number of employed participants who increased income from employment through hours worked increase.	5	4	SRV 1g-h	Career Counseling		
FNPI 1h.3	Of the above, the number of employed participants who increased benefits related to employment.		4	SRV 1g	Workshops	1	20
FNPI 1z.1	The number of unduplicated persons who achieved a household income above 125% transitioning to self-sufficiency	1	24	SRV 1h	Coaching	1	20
				SRV 1i-n	Job Search		
				SRV 1i	Coaching		20
				SRV 1j	Resume Development		20
				SRV 1k	Interview Skills Training		20
				SRV 1l	Job Referrals		20
				SRV 1m	Job Placements		4
				SRV 1n	Pre-employment physicals, background checks, etc.		4
				SRV 1o-p	Post Employment Supports		
				SRV 1o	Coaching		20
				SRV 1p	Interactions with employers		5
				SRV 1q	Employment Supplies		
				SRV 1q	Employment Supplies		18

Outcomes

Services

FNPI 2	Education and Cognitive Development Outcomes	2026	Target	SRV 2	Education and Cognitive Development Services	2026	Estimate
FNPI 2a	The number of children (0 to 5) who demonstrated improved emergent literacy skills.	492	481	SRV 2a-j	Child/Young Adult Education Programs		
FNPI 2b	The number of children (0 to 5) who demonstrated skills for school readiness.	492	481	SRV 2a	Early Head Start	17	16
FNPI 2c	The number of children and youth who demonstrated improved positive approaches toward learning, including			SRV 2b	Head Start	475	465
FNPI 2c.1	Early Childhood Education (ages 0-5)	492	481	SRV 2c	Other Early-Childhood (0-5 yr. old) Education		
FNPI 2c.2	1st grade-8th grade			SRV 2d	K-12 Education		
FNPI 2c.3	9th grade-12th grade			SRV 2e	K-12 Support Services		
FNPI 2d	The number of children and youth who are achieving at basic grade level (academic, social,			SRV 2f	Financial Literacy Education		20
FNPI 2d.1	Early Childhood Education (ages 0-5)	492	481	SRV 2g	Literacy/English Language Education		3
FNPI 2d.2	1st grade-8th grade			SRV 2h	College-Readiness Preparation/Support		4
FNPI 2d.3	9th grade-12th grade			SRV 2i	Other Post Secondary Preparation		
FNPI 2e	The number of parents/caregivers who improved their home environments.	9		SRV 2j	Other Post Secondary Support		
FNPI 2f	The number of adults who demonstrated improved basic education.	3	20	SRV 2k	School Supplies	492	465
FNPI 2g	The number of individuals who obtained a high school diploma and/or obtained an equivalency certificate or diploma.		3				
FNPI 2h	The number of individuals who obtained a recognized credential, certificate, or degree relating to the achievement of educational or vocational skills.		9	SRV 2l-q	Extra-curricular Programs		
FNPI 2i	The number of individuals who obtained an Associate's degree.		3	SRV 2l	Before and After School Activities		
FNPI 2j	The number of individuals who obtained a Bachelor's degree.		3	SRV 2m	Summer Youth Recreational Activities		
				SRV 2n	Summer Education Programs		
				SRV 2o	Behavior Improvement Programs (attitude, self-esteem, Dress-for-Success, etc.)		
				SRV 2p	Mentoring		4
				SRV 2q	Leadership Training		4
				SRV 2r-z	Adult Education Programs		
				SRV 2r	Adult Literacy Classes		2
				SRV 2s	English Language Classes		1
				SRV 2t	Basic Education Classes		3
				SRV 2u	High School Equivalency Classes		3
				SRV 2v	Leadership Training		15
				SRV 2w	Parenting Supports (may be a part of the early childhood programs identified above)		400
				SRV 2x	Applied Technology Classes		1
				SRV 2y	Post-Secondary Education Preparation		3
				SRV 2z	Financial Literacy Education	11	20
				SRV 2aa	Post-Secondary Education Supports		
				SRV 2aa	College applications, text books, computers, etc.	1	6
				SRV 2bb	Financial Aid Assistance		
				SRV 2bb	Scholarships		5
				SRV 2cc	Home Visits		
				SRV 2cc	Home Visits	492	481

FNPI 3	Income and Asset Building Outcomes	2026	Target	SRV 3
FNPI 3a	The number of individuals who achieved and maintained capacity to meet basic needs for 90 days.		20	SRV 3a-f
FNPI 3b	The number of individuals who achieved and maintained capacity to meet basic needs for 180 days.			SRV 3a
FNPI 3c	The number of individuals who opened a savings account or IDA.	4	16	SRV 3b
FNPI 3d	The number of individuals who increased their savings.		16	SRV 3c
FNPI 3e	The number of individuals who used their savings to purchase an asset.			SRV 3d
FNPI 3e.1	Of the above, the number of individuals who purchased a home.			SRV 3e
FNPI 3f	The number of individuals who improved their credit scores.			SRV 3f
FNPI 3g	The number of individuals who increased their net worth.			SRV 3g-l
FNPI 3h	The number of individuals engaged with the Community Action Agency who report improved financial well-being.		20	SRV 3g
				SRV 3h
				SRV 3i
				SRV 3j
				SRV 3k
				SRV 3l
				SRV 3m-r
				SRV 3m
				SRV 3n
				SRV 3o
				SRV 3p
				SRV 3q
				SRV 3r

Income and Asset Building Services	2026	Estimate
Training and Counseling Services		
Financial Capability Skills Training	12	20
Financial Coaching/Counseling	12	20
Financial Management Programs (including budgeting, credit management, credit repair, credit counseling, etc.)	13	20
First-time Homebuyer Counseling		
Foreclosure Prevention Counseling		
Small Business Start-Up and Development Counseling Sessions/Classes	1	
Benefit Coordination and Advocacy		
Child Support Payments		
Health Insurance	1	
Social Security/SSI Payments		
Veteran's Benefits		
TANF Benefits		
SNAP Benefits	1	
Asset Building		
Saving Accounts/IDAs and other asset building accounts	4	16
Other financial products (IRA accounts, MyRA, other retirement accounts, etc.)		
VITA, EITC, or Other Tax Preparation programs		
Loans And Grants		
Micro-loans		
Business incubator/business development loans		

Outcomes	
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FNPI 4	Housing Outcomes	Identify Need	Target	SRV 4
FNPI 4a	The number of households experiencing homelessness who obtained safe temporary shelter.	5	10	SRV 4a-e
FNPI 4b	The number of households who obtained safe and affordable housing.	33	45	SRV 4a
FNPI 4c	The number of households who maintained safe and affordable housing for 90 days.	6	45	SRV 4b
FNPI 4d	The number of households who maintained safe and affordable housing for 180 days.	47	45	SRV 4c
FNPI 4e	The number of households who avoided eviction.	32	45	SRV 4d
FNPI 4f	The number of households who avoided foreclosure.			SRV 4e
FNPI 4g	The number of households who experienced improved health and safety due to improvements within their home (e.g. reduction or elimination of lead, radon, carbon dioxide and/or fire hazards or electrical issues, etc.).	3	12	SRV 4f-h
FNPI 4h	The number of households with improved energy efficiency and/or energy burden reduction in their homes.			SRV 4f
				SRV 4g
				SRV 4h
				SRV 4i-l
				SRV 4i
				SRV 4j
				SRV 4k
				SRV 4l
				SRV 4m-p
				SRV 4m
				SRV 4n
				SRV 4o
				SRV 4p
				SRV 4q
				SRV 4q
				SRV 4r-t
				SRV 4r
				SRV 4s
				SRV 4t
				SRV 4u-4v
				SRV 4u
				SRV 4v
				SRV 4w

Housing Services	Identify Need	Estimate
Housing Payment Assistance		
Financial Capability Skill Training	1	45
Financial Coaching/Counseling	6	45
Rent Payments (includes Emergency Rent Payments)	218	45
Deposit Payments	6	45
Mortgage Payments (includes Emergency Mortgage Payments)		
Eviction Prevention Services		
Eviction Counseling	64	45
Landlord/Tenant Mediations	63	45
Landlord/Tenant Rights Education	63	45
Utility Payment Assistance		
Utility Payments (LIHEAP-includes Emergency Utility Payments)	2880	3500
Utility Deposits	44	15
Utility Arrears Payments	1296	850
Level Billing Assistance		
Housing Placement/Rapid Re-housing		
Temporary Housing Placement (includes Emergency Shelters)		10
Transitional Housing Placements		
Permanent Housing Placements		46
Rental Counseling		45
Housing Maintenance & Improvements		
Home Repairs (e.g. structural, appliance, heating systems. etc.) (Including Emergency Home Repairs)		12
Weatherization Services		
Independent-living Home Improvements (e.g. ramps, tub and shower grab bars, handicap accessible modifications, etc.)		
Healthy Homes Services (e.g. reduction or		
Energy Efficiency Improvements (e.g. insulation, air sealing, furnace repair, etc.)		
Water Services		
Water/Waste Water Services		
Multiple Services		
Other Water Services		

Outcomes				
FNPI 5	Health and Social/Behavioral Development Outcomes	2026	Target	SRV 5
FNPI 5a	The number of individuals who demonstrated increased nutrition skills (e.g. cooking, shopping, and growing food).		51	SRV 5a-j
FNPI 5b	The number of individuals who demonstrated improved physical health and well-being.			SRV 5a
FNPI 5c	The number of individuals who demonstrated improved mental and behavioral health and well-being.			SRV 5b
FNPI 5d	The number of individuals who improved skills related to the adult role of parents/ caregivers.		400	SRV 5c
FNPI 5e	The number of parents/caregivers who demonstrated increased sensitivity and responsiveness in their interactions with their children.		400	SRV 5d
FNPI 5f	The number of seniors (65+) who maintained an independent living situation.			SRV 5e
FNPI 5g	The number of individuals with disabilities who maintained an independent living situation.			SRV 5f
FNPI 5h	The number of individuals with chronic illness who maintained an independent living situation.			SRV 5g
FNPI 5i	The number of individuals with no recidivating event for six months.			SRV 5h
FNPI 5i.1	Youth (ages 14-17)			SRV 5i
FNPI 5i.2	Adults (ages 18+)			SRV 5j
				SRV 5k-o
				SRV 5k
				SRV 5l
				SRV 5m
				SRV 5n
				SRV 5o
				SRV 5p-q
				SRV 5p
				SRV 5q
				SRV 5r-x
				SRV 5r
				SRV 5s
				SRV 5t
				SRV 5u
				SRV 5v
				SRV 5w
				SRV 5x
				SRV 5y-aa
				SRV 5y
				SRV 5z
				SRV 5aa
				SRV 5bb-ee
				SRV 5bb
				SRV 5cc
				SRV 5dd
				SRV 5ee
				SRV 5ff-jj
				SRV 5ff
				SRV 5gg
				SRV 5hh
				SRV 5ii
				SRV 5jj
				SRV 5kk-mm
				SRV 5kk
				SRV 5ll
				SRV 5mm
				SRV 5nn-oo
				SRV 5nn
				SRV 5oo

Services		
Health & Social/Behavioral Development Services	2026	Estimate
Health Services, Screening and Assessments		
Immunizations	11	481
Physicals	2	481
Developmental Delay Screening	11	481
Vision Screening	5	481
Prescription Payments		5
Doctor Visit Payments		3
Maternal/Child Health		
Nursing Care Sessions		
In-Home Affordable Seniors/Disabled Care Sessions (Nursing, Chores, Personal Care Services)		
Health Insurance Options Counseling		
Reproductive Health Services		
Coaching Sessions	2	
Family Planning Classes		
Contraceptives		
STI/HIV Prevention Counseling Sessions		
STI/HIV Screenings		
Wellness Education		
Wellness Classes (stress reduction, medication management, mindfulness, etc.)		
Exercise/Fitness		
Mental/Behavioral Health		
Detoxification Sessions		
Substance Abuse Screenings		
Substance Abuse Counseling		
Mental Health Assessments		
Mental Health Counseling		
Crisis Response/Call-In Responses		
Domestic Violence Programs		
Support Groups		
Substance Abuse Support Group Meetings		
Domestic Violence Support Group Meetings		
Mental Health Support Group Meeting		
Dental Services, Screenings and Exams		
Adult Dental Screening/Exams		
Adult Dental Services (including Emergency Dental Procedures)		
Child Dental Screenings/Exams		481
Child Dental Services (including Emergency Dental Procedures)		481
Nutrition and Food/Meals		
Skills Classes (Gardening, Cooking, Nutrition)		51
Community Gardening Activities		
Incentives (e.g. gift card for food preparation, rewards for participation, etc.)	26	25
Prepared Meals		481
Food Distribution (Food Bags/Boxes, Food Share Program, Bags of Groceries)	53	100
Family Skills Development		
Family Mentoring Sessions		
Life Skills Coaching Sessions		
Parenting Classes		400
Emergency Hygiene Assistance		
Kits/boxes	5	100
Hygiene Facility Utilizations (e.g. showers, toilets, sinks)		

Outcomes				
FNPI 6	Civic Engagement and Community Involvement Outcomes	2026	Target	SRV 6
FNPI 6a	The number of Community Action program participants who increased skills, knowledge, and abilities to enable them to work with Community Action to improve conditions in the community.	5	25	SRV 6a
FNPI 6a.1	Of the above, the number of Community Action program participants who improved their leadership skills.	4	25	SRV 6b
FNPI 6a.2	Of the above, the number of Community Action program participants who improved their social networks.	5	25	SRV 6c
FNPI 6a.3	Of the above, the number of Community Action program participants who gained other skills, knowledge and abilities to enhance their ability to engage.	4	25	SRV 6d
				SRV 6e
				SRV 6f

Services		
Civic Engagement and Community Involvement Services	2026	Estimate
Voter Education and Access		
Leadership Training	5	25
Tri-partite Board Membership	12	12
Citizenship Classes		
Getting Ahead Classes	1	
Volunteer Training		400

Outcomes				
FNPI 7	Outcomes Across Multiple Domains	2026	Target	SRV 7
FNPI 7a	The number of individuals who achieved one or more outcomes as identified by the National Performance Indicators in various domains.	13	550	SRV 7a
				SRV 7a
				SRV 7b
				SRV 7b
				SRV 7c
				SRV 7c
				SRV 7d
				SRV 7d
				SRV 7e-f
				SRV 7e
				SRV 7f
				SRV 7g
				SRV 7g
				SRV 7h-j
				SRV 7h
				SRV 7i
				SRV 7j
				SRV 7k
				SRV 7k
				SRV 7l
				SRV 7l
				SRV 7m
				SRV 7m
				SRV 7n
				SRV 7n
				SRV 7o
				SRV 7o

Services		
Services Supporting Multiple Domains	2026	Estimate
Case Management		
Case Management	13	120
Eligibility Determinations		
Eligibility Determinations	2490	2000
Referrals		
Referrals	225	2000
Transportation Services		
Transportation Services (e.g. bus passes, bus transport, support for auto purchase or repair; including emergency services)	1	8
Childcare		
Child Care subsidies		
Child Care payments		5
Eldercare		
Day Centers		
Identification Documents		
Birth Certificate		5
Social Security Card		
Driver's License	1	10
Re-Entry Services		
Criminal Record Expungements		
Immigration Support Services		
Immigration Support Services		
Legal Assistance (includes emergency legal assistance)		
Legal Assistance		
Emergency Clothing Assistance		
Emergency Clothing Assistance		100
Mediation/Customer Advocacy Interventions		
Mediation/Customer Advocacy Interventions		

Strategic Plan Update

SWOT Analysis

STRENGTHS		2023 Update	2024 Update
Area of Strength	Options to Take Advantage of Strengths	2023 Update	2024 Update
Compliance Findings	Continue to train case managers to follow TAC.	All findings continue to be consistent toward continued growth. The spread measures of the agency's growth continue to be encouraging.	We are continuing to be consistent toward continued growth. The spread measures of the agency's growth continue to be encouraging.
Funder Requirements	Continue to follow the TAC and stay up to date with what is required.		
Staff Retention (C%)	Continue to provide open line of communication with Case Managers. Continue to provide support to areas needed.		
Customer Service	Continue to provide excellent customer service. Continue to know our areas and outside resources to assist clients.		
Client Satisfaction	Continue to be clear and concise with the clients. Continue to send out client satisfaction surveys to all clients.		
Array of programs and services addressing key needs	Continue to match clients with the appropriate program(s) to provide them with the outcome that best meets their needs.		
Single Audit Issues	Continue to maintain accurate financial records.		

Key Strategic Issues

Strategic Issue	What makes it a strategic issue?	Consequences of not addressing issue	Benefits of addressing issue	Steps to address issue	2023 Update	2024 Update
Effective Program Outcomes (CSBG, TDFP)	Funder Requirement	Client being underserved and missed opportunities for the agency.	Providing a holistic approach to clients needs. Increased service opportunities.	Monthly program evaluation Continued training on how to properly identify TDFP clients. Seek partnerships to provide additional resources to clients.	We have identified our CSBG TDFP Program as the Family Empowerment Program. We have added Family Empowerment Advocates to our Head Start program to assist more individuals and families in becoming self-sufficient.	We have identified our CSBG TDFP Program as the Family Empowerment Program. We have added Family Empowerment Advocates to our Head Start program to assist more individuals and families in becoming self-sufficient. We are still working on solutions for this program.
Board Member Retention	Funder Requirement	If we do not have the required number of board members, we could lose our CSBG funding. Having a full board helps the agency accountable.	The ability to meet agencies. Having a full board allows for more community engagement. Having a full board helps the agency accountable.	Better selection criteria. Encourage committee participation.	Board Member retention and resources is no longer a struggle.	Board Member retention and resources has become a struggle again. Obtaining resources for meetings has been increasingly difficult.

Goals, Objectives, Strategies, and Outcomes

Type of Goal (Agency, Family, or Community)	Agency	Area to Address:	CSBG TDFP program	2023 Update	2024 Update
PI Goal:		Meet the agency transitioning goal			
Strategic:	Provide continued training to the Case Managers enabling them to better identify clients to enroll in the program and help them successfully transition the household.			The agency transitioning goal is 17. Currently, 60 individuals are enrolled and 7 we will meet our goal by the end of December 2023. Case Managers have successfully enrolled over 60 individuals in the CSBG TDFP program.	Case Managers continue to struggle with this program. CEO will spend the week of August 1, 2024 with them. Case Managers continue to struggle with this program. CEO will spend the week of August 1, 2024 with them.

WEAKNESSES		2023 Update	2024 Update
Area of Weakness	Options to Overcome Weaknesses	2023 Update	2024 Update
Board Member Retention	Work towards shortening the meetings. Better selection criteria.	Board meetings are averaging an hour or less. Board retention continues to improve.	Board meetings are averaging an hour or less. Board retention continues to improve.
Staff Retention (HR)	Offer a company matched retirement plan.	We have offered a new retirement plan that will offer a company match beginning in January 2024. However, our plan is 15% to 18.5%.	Company match is not possible at this time. Employee rate is under 10%.
Small LT Department	Budget for a larger LT department.	We have a small LT Coordinator and will meet the new search for an LT Assistant in September 2023.	We have hired an LT Assistant.
Partnerships	Focus on more outreach opportunities that will allow us the ability to find more partnership possibilities.	Outreach and partnerships continue to increase.	Outreach and partnerships continue to increase.

OPPORTUNITIES		2023 Update	2024 Update
External Opportunities	Options to Take Advantage of Opportunities	2023 Update	2024 Update
Unrestricted Funding	Go to counties and speak with them about donations and fundraising.	Our new CEO (January 2023) has been in place for 11 months. Plans are in place to begin fundraising.	We are developing partnerships that could lead to more unrestricted funding. Additional funding is under contract to be utilized to have a mutual relief office on the 301 E. Houston, Indian Creek.

THREATS		2023 Update	2024 Update
External Threats	Options to Take to Overcome Threats	2023 Update	2024 Update
Demographic Changes	CNA will allow us to keep up with these changes and needs.	CNA continues to keep up with the demographic changes and needs in the service area.	CNA continues to keep up with the demographic changes and needs in the service area.

Community Services of Northeast Texas, Inc. currently employs 82 employees. The total payroll for fiscal year ending September 30, 2025 was over \$4 million.

CSNT, Inc. currently operates in 9 locations in a fourteen county area. Eight of the locations operate the Head Start Preschool program. Early Head Start is provided at one of the eight Head Start locations. CSNT has the ability to provide certain services in additional counties.

Revenue

Federal Awards

Head Start Preschool	\$	4,533,387
Early Head Start		269,268
Community Services Block Grant		321,109
Comprehensive Energy Assistance Program		3,562,254
Tenant Based Rental Assistance Program		215,335
Share the Warmth		13,297

Fee-for-service contracts

USDA-CACFP		145,245
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Private & State Funds

Upshur Rural		23,462
Cash Donations		464
In-kind donations		1,647,816

Total revenue all categories	\$	10,731,637
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Community Services of Northeast Texas, Inc. is a 501(c)3 charity, and as such retains no earnings from Federal awards, and all revenues are expended according to federal, state, and local regulations.

Expenditures

	Head Start Preschool	Early Head Start	CSBG	CEAP	All others	Org. Total
Personnel	2,250,733	132,950	128,279	157,215	385,879	3,055,055
Fringe Benefits	480,316	13,791	23,157	25,080	139,572	681,916
Travel	22,045	113	5,717	5,206	25,283	58,364
Equipment ¹	32,540	936	1,704	4,996	0	40,176
Supplies ²	189,184	9,541	9,167	5,090	27,680	240,662
Contractual services ³	0	0	0	0	0	0
Indirect Costs	365,771	16,548	8,372	213,352	14,081	618,124
Other (rent, utilities, operating expenses) ⁴	1,226,884	35,597	144,712	3,022,460	1,653,425	6,083,079
Direct assistance services to, or on behalf of clients	4,567,474	209,475	321,109	3,433,398	2,245,920	10,777,376

¹ For Head Start, this line item includes vehicles and equipment over the cost of \$5,000

² Supplies in 'all others' includes all consumable and food costs for the nutrition programs

³ This line item is for contracted services outside the normal scope of program operation

⁴ The 'Other' category is used for all programs to include non-delineable items including, but not limited to rent, space costs, utilities, telephone, publications, fees, printing, legal, audit, insurance, fuel, repairs, travel costs not previously stated, building maintenance, safety costs, memberships, and all other standard operating costs.

Note: Revenue amounts represent program funding; expense amounts represent fiscal year amounts and may not equal entire program funding amounts

PROPOSED BUDGETS

Head Start Preschool		Early Head Start	
Personnel	\$ 2,072,051	Personnel	\$ 156,317
Fringe Benefits	662,020	Fringe Benefits	49,943
Travel (4120)	10,000	Travel (4120)	2,190
Equipment	100,000	Equipment	0
Supplies (4122)	631	Supplies (4122)	200
Supplies	157,250	Supplies	8,500
Contractual	399,666	Contractual	0
Facilities / Construction	0	Facilities / Construction	0
Other (4120)	29,750	Other (4120)	2,867
Other (4122)	566,645	Other (4122)	16,572
Indirect Costs	563,905		34,355
Total	\$ 4,561,918	Total	\$ 270,944

Community Services Block Grant	
Personnel	\$ 142,703
Fringe Benefits	62,317
Travel	10,640
Equipment	198
Supplies	15,746
Contractual	16
Other	145,331
Indirect Costs	66,521
Total	\$ 443,471

Comprehensive Energy Assistance Program	
Administration	\$ 206,135
Household Crisis	1,147,353
Utility Assistance	1,147,353
Program Services	351,708
Travel	2,500
Total	\$ 2,855,049

HEAD START/EARLY HEAD START SERVICE DATA

Total number of children to be served based on Head Start/Early Head Start funding	481
Average number of children served daily (Head Start/Early Head Start)	HS 420
Average monthly enrollment (as a percentage of funded enrollment HS/EHS)	HS 87%
Percentage of eligible children served (Head Start/Early Head Start)	HS 74%

RECENT REVIEWS

The most recent review of the Head Start program revealed the following findings:

Focus Area 1: Program Systems Review (2025/2026 School Year)

Program Design, Management, and Improvement (No areas of non-compliance)

Supporting Safe and Healthy Learning Environments - (No areas of non-compliance)

Fiscal Infrastructure - (No areas of non-compliance)

Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA) (Area of non-compliance)

The most recent audit of Community Services of Northeast Texas, Inc. revealed the following:

Internal Controls

Material weakness identified in financial reporting	NO
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Significant deficiencies identified	NONE
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Non compliance or other matter required to be reported under <i>Government Auditing Standards</i>	NO
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Federal Awards

Material weakness identified in control over federal awards	NO
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Significant deficiencies identified	NONE
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Audit findings required to be reported under 45 CFR Part 75 & 45 CFR Part 200	NO
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Auditee qualified as a low-risk auditee	YES
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Financial findings and questioned costs	NONE
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Broker's Opinion:

Frank Lanier, Broker Lic 279164

East Texas Realty

108 E Rush Street P.O. Box 509

Linden TX 75563

903-756-7781

620-431-6342

HEAD START MEDICAL AND DENTAL SERVICE INFORMATION

Percentage of enrolled children up-to-date on schedule of age appropriate preventive and primary health care (Head Start/Early Head Start)	HS 86% EHS 92%
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Percentage of enrolled children receiving dental exams (Head Start/Early Head Start)	HS 96% EHS 88%
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Percentage of enrolled children with up-to-date immunizations (Head Start/Early Head Start)	HS 100% EHS 100%
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Percentage of enrolled children with an IEP (Head Start/Early Head Start)	(Received Waiver)	HS 10.67% EHS 12.50%
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PARENT ENGAGEMENT ACTIVITIES

CSNT, Inc. Head Start/Early Head Start coordinates the following activities to promote parent involvement:

- Parent Committee Meetings
 - Parent Trainings and Activities
 - Monthly Policy Council Meetings
 - Volunteering in classrooms
 - Budget management training
 - Job search and counseling from local colleges
 - Local college and universities financial aid training
 - Partnering with Local Food Banks
 - Implementation of Mental Health/Wellness Programs
 - Partnering with ISDs in providing parent activities
 - Participation in local community activities such as breast cancer awareness and walk-a-thons
 - Implementation of Family Activities such as Souper Bowl Activities
-

PREPARING CHILDREN FOR KINDERGARTEN

CSNT, Inc. Head Start/Early Head Start engages in the following efforts to prepare children for public school:

- Provide a variety of learning styles and skill levels for school readiness
 - Provide opportunities for children to be independent and self-directed
 - Provide 'hands-on' activities
 - Establish healthy eating habits and proper lunchtime procedures
 - Provide orientation to Kindergarten Campus (when applicable)
 - Track and analyze data on each child's development using state-adopted, research-based assessments
 - Allow children to make a smooth transition into kindergarten, Head Start Preschool, or other receiving program
 - Coordinate with school districts and receiving programs for records needed
 - Initiate communication between Early Head Start, Head Start Preschool, and receiving program staff
 - Initiate joint training with Head Start Preschool/Early Head Start teachers and receiving program staff
 - Provide parent-teacher communication for children transitioning out of program
-

EFFORTS IN BUILDING SCHOOL READINESS

CSNT, Inc. Head Start engages in the following efforts to prepare children for public school:

- Participation in the Texas Kindergarten Readiness System
- Implementation of the Texas Pre-K Guidelines and the Head Start Early Learning Outcomes Framework
- Implementation of a state-adopted, developmentally appropriate, research-based curriculum
- At least 15 hours of classroom-focused professional development annually for teachers
- Implementation of the Classroom Assessment Scoring System
- Implementation of Campus School Readiness Teams
- Monitoring of school readiness goals
- Partnerships with local education agencies
- Assessment systems that track data on a student's progress on a continuum
- Creation of student progress reports based on data

2025/2026 SCHOOL READINESS GOALS - Head Start (3/4-Year-Olds)

Area Assessed	Goal	Progress
Social & Emotional Development	Children will demonstrate the ability to interact with peers, cooperatate, and solve social problems.	86%
Perceptual, Motor, and Physical Development	Children will demonstrate control of large and small muscles for movement, coordination and balance.	90%
Approaches to Learning	Children will demonstrate a positive approach to learning.	89%
Language and Literacy	Children will develop strong receptive and expressive language skills. Children will learn and demonstrate alphabet knowledge.	72%
Cognitive Mathematics Development	Children will learn and begin to use Math Concepts.	80%
Parent Involvement Goals	Families will work with child/children to complete weekly home activities.	94%

2023/2024 SCHOOL READINESS GOALS - Early Head Start

Area Assessed	Goal	Progress
Social & Emotional Development	Children will demonstrate the ability to interact with peers, cooperatate, and solve social problems.	87%
Perceptual, Motor, and Physical Development	Children will demonstrate control of large and small muscles for movement, coordination and balance.	97%
Language and Literacy	Children will develop strong receptive and expressive language skills. Children will learn and demonstrate alphabet knowledge.	93%
Cognitive Mathematics Development	Children will learn and begin to use Math Concepts.	93%
Parent Involvement Goals	Families will work with child/children to complete weekly home activities.	94%

2025/2026 Student Assessment Data - Head Start (3/4-Year-Olds) *Texarkana Pre-School Not Included in This Data - See TISD Preschool Data

	% - Proficient at end of school year in each area of CIRCLE Assessment			
	3-yr-old	4-yr-old	Disability	Dual Language
Approaches to Learning	79%	88%	53%	100%
Perceptual Motor & Physical	84%	94%	60%	100%
Social Studies	85%	85%	60%	91%
Rapid Letter Naming	64%	75%	53%	82%
Rapid Vocabulary	91%	74%	67%	91%
Phonological Awareness	83%	73%	50%	82%
Mathematics	89%	85%	80%	100%
Social-Emotional	76%	83%	40%	100%
Science	87%	85%	60%	100%

2025/2026 Student Assessment Data - Early Head Start

	% - Proficient at end of the school year in each area					
	Infants	Toddler s 12-18 Months	Toddler s 18-24 Months	Pre-school Entry	Disability	Dual Language
Language & Literacy	NA	NA	NA	81%	100%	100%
Mathematics	NA	NA	NA	88%	100%	100%
Social - Emotional	NA	NA	NA	81%	100%	100%

Health & Motor	NA	NA	NA	88%	100%	100%
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Number of persons receiving salary more than \$50,000	5
Federal minimum wage	\$ 7.25 per hour
Agency internal minimum wage	\$12.00 per hour
Head Start internal minimum wage	\$12.00 per hour

Community Service Division

Clients Served 2025

CSBG	3,895
Energy Assistance	1,829

CSNT, Inc. is an equal opportunity employer.

For an employment application, visit our website: www.csntexas.org



Head Start		Early Head Start		CSBG 2025 (carry-over until 3/31/2026)		CSBG 2026		CEAP 2025 (carry-over until 3/31/2026)		CEAP 2026		CEAP Supplemental 2026		TBRA Reservation	
Personnel	\$2,040,749.00	Personnel	\$150,020.00	Personnel	\$142,703.04	Administration (includes indirect costs)- caps at 7.22%	\$201,858.00	Administration (includes indirect costs)- caps at 7.22%	\$180,511.00	Administration (includes indirect costs)- caps at 7.22%	\$11,178.00	Administration- caps at 10%	\$ 40,154.52		
Fringe	\$652,020.00	Fringe	\$47,931.00	Fringe	\$62,316.54	Household Crisis	\$1,123,528.00	Household Crisis	\$1,004,596.00	Household Crisis	\$62,279.00	Direct Client Assistance	\$ 451,237.00		
Equipment	\$140,000.00	Equipment	\$0.00	Travel	\$10,640.00	Utility Assistance	\$1,123,528.00	Utility Assistance	\$1,004,596.00	Utility Assistance	\$62,279.00				
Supplies	\$155,000.00	Supplies	\$11,000.00	Supplies	\$108,000.00	Program Services	\$344,405.00	Program Services	\$307,946.00	Program Services	\$19,081.00				
Contractual	\$399,966.00	Contractual	\$0.00	Supplies	\$15,748.00	Travel	\$2,500.00	Travel	\$2,500.00	Travel	\$0.00				
Construction	\$0.00	Construction	\$0.00	Contractual	\$16.00				\$2,500,151.00		\$154,827.00		\$ 491,391.52		
Other	\$550,605.00	Other	\$20,924.00	Other	\$49,507.80										
Indirect	\$554,966.00	Indirect	\$34,136.00	Client Services (TOP)	\$75,822.97										
				Client Services (Stabilization)	\$20,000.00										
				Indirect Costs- caps at 15%	\$66,520.65										



Board of Directors

By-Laws

Community Services of Northeast Texas, Inc.

Revisions:

Jan 24, 2012 • Oct 5, 2016 • Jan 22, 2019 • May 26, 2020
June 27, 2023 • August 29, 2023 • April 22, 2025 • Oct. 5, 2025
March 24, 2026

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ARTICLE I – NAME

- Section 1. The name of this corporation shall be the Community Services of Northeast Texas, Inc., (hereinafter “Community Services”) a non-profit corporation incorporated under the laws of the State of Texas and recognized by the Texas Department of Housing and Community Affairs (hereinafter “TDHCA”) as the proper body to carry out the purposes and functions set out in these by- laws.
- Section 2. The offices of Community Services shall be at such place or places in the City of Linden, Texas, as may from time to time be designated by resolution. Until otherwise provided by resolution, the central office of Community Services shall be at 115 S. Kaufman, Linden, Texas 75563.

ARTICLE II – PURPOSE

The corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as hereafter amended, (the “Internal Revenue Code” or the “Code”) or the corresponding provision of any future United States internal revenue law. Specifically, the corporation’s purposes are to reduce poverty, revitalize low-income communities, and empower low-income individuals and families to become self-sufficient by: creating economic, educational and other opportunities for and providing a range of services to low-income families and individuals; mobilizing resources directed to the elimination of poverty; and educating the public on issues of poverty and community revitalization. The corporation shall conduct its activities primarily in Bowie, Camp, Cass, Delta, Franklin, Hopkins, Lamar, Marion, Morris, Rains, Red River and Titus Counties, however, it may operate in such other geographic areas as it deems useful and expedient.

Affordable Housing Provision: CSNT, Inc. is committed to providing safe and decent housing to low-income households through our Housing Opportunities Programs (HOP).

ARTICLE III – FISCAL YEAR

The fiscal year of the corporation shall be fixed by resolution of the board of directors and may be changed by the board of directors.

ARTICLE IV – MEMBERSHIP BODY

This corporation/agency, Community Services, shall have no stockholding

members but shall have organizational members as herein provided.

ARTICLE V – COMPOSITION OF THE BOARD

Section 1: Number of Directors

The board of directors shall consist of twelve (12) directors. The number of directors may be increased (but not to more than fifteen (15)) or decreased (but not to fewer than nine (9)) from time to time by resolution of the board, provided that the number of directors established by the board shall be equally divisible by three and that no decrease shall have the effect of shortening the term of any incumbent director.

Section 2: Tripartite Board Structure

Public Sector

One-third of the directors shall be elected public officials, holding office on the date of selection, or their representatives, except that if the number of such elected officials reasonably available and willing to serve on the board is less than one-third of the membership of the board, appointive public officials or their representatives may be counted in meeting such one-third requirement (Public Sector Directors);

Low-Income Sector

At least one-third of the directors shall be persons chosen in accordance with democratic selection procedures adequate to assure that these members are representative of low-income individuals and families in the neighborhood served (Low-Income Sector Directors); and

Private Sector

The remainder of the directors shall be officials or members of business, industry, labor, religious, law enforcement, education, or other major groups and interests in the community served (Private Sector Directors).

Section 3: Head Start Board Composition Requirements

At least one director shall have a background and expertise in fiscal management or accounting. At least one director shall have a background and expertise in early childhood education and development. At least one director shall be a licensed attorney familiar with issues that come before the governing body. However, if a person described in any one of the three preceding sentences is not

available to serve as a director, the board shall use a consultant, or another individual with relevant expertise, with the required qualifications, who shall work directly with the board. Other directors shall: (1) reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs; and (2) be selected for their expertise in education, business administration, or community affairs.

Section 4: Selection

After each prospective director has been selected to serve on the board through the appropriate selection process described below for the sector in which s/he proposes to serve, and has been determined by the board (or a committee thereof) to meet the qualifications set by the board from time to time for service as a director, the board of directors shall vote whether to elect him or her to the board.

Public Sector

The board of directors shall select elected public officials to serve as Public Sector Directors. If the number of elected officials reasonably available and willing to serve on the board is less than one-third of the board, the corporation may select appointed public officials to serve. If a public official selected by the board of directors cannot serve him- or herself, s/he may designate a representative, subject to approval of the corporation's board, to serve as a Public Sector Director; the representative may, but need not be, a public official. Should a public official fail, within the period specified by the corporation's board, to accept the seat him- or herself or to designate a representative to serve, the corporation's board shall select another public official to fill the seat or to appoint a representative, subject to approval of the corporation's board, to fill the seat.

Low-Income Sector

The board shall adopt and implement written democratic selection procedures for Low-Income Sector Directors, which it may revise from time to time. Such procedures may include, either alone or in combination: (1) election by ballots cast by the corporation's clients and/or by other low income people in the corporation's service area; (2) selection at a community meeting in a low-income neighborhood in the corporation's service area and/or on a topic of interest to low income people and publicized to low-income people in the corporation's service area; and/or (3) designation by organizations in the corporation's service area composed of a majority of low income people (Low-Income Organizations).

Private Sector

The board shall select individuals who are officials or members of business, industry, labor, religious, law enforcement, education, or other major groups and interests in the community served to serve as Private Sector Directors.

To fill Private Sector Director seats, the board of directors may select organizations representing business, industry, labor, religious, law enforcement, education, or other major groups and interests in the corporation's service area (Private Sector Organizations) to designate, from among their officials or members, individuals to serve on the corporation's board of directors. Each such organization shall be entitled to designate one individual, subject to approval of the corporation's board, to serve as a Private Sector Director. Should such an organization fail, within the period specified by the corporation's board, to designate an individual to serve as a Private Sector Director, the corporation's board shall select another organization to designate such an individual.

ARTICLE VI -- POWERS OF THE BOARD

The Board is responsible for abiding by the terms of contracts and shall determine the policies of the agency to assure accountability for public funding. The Board shall function as the organization's governing body with the same legal powers and responsibilities as the Board of Directors of any nonprofit corporation. In the event of a conflict between the powers and responsibilities required of all nonprofit corporations and those required by the CSBG Act, this issuance, and the contract, the latter shall control.

Execution of Instruments:

Except as the board of directors may generally or in particular cases authorize the execution thereof in some other manner, all deeds, leases, transfers, contracts, bonds, notes, checks, drafts, and other obligations made, accepted and endorsed by the corporation shall be signed or approved by the Chief Executive Officer and checks drawn on any account of the corporation shall be signed or approved by the Chief Executive Officer or Chief Operating Officer. Authorized by the board of directors by resolution, the Chief Executive Officer shall have power or authority to bind the corporation by any contract or agreement, or to pledge its credit, or to render it liable for any purpose or for any amount.

ARTICLE VII -- RESIDENCE REQUIREMENT

All Board members shall reside or work within the contractor's CSBG service area designated by the CSBG contract. Board members should be selected so as to provide representation for all geographic areas within the designated service area; however, greater representation may be given on the board to areas with greater poverty population. Low-income representatives must reside in the area that they represent.

ARTICLE VIII -- LIMITATIONS OF BOARD SERVICE

Public officials, or their representatives, serve at the pleasure of the Board as long as the public official remains in office. Low-income representatives and representatives of private organizations also serve at the pleasure of the Board and serve one-year terms, after which, each member must be re-appointed or re-elected to their seat under the terms in Article V.

ARTICLE IX -- QUORUM

Quorum

At all meetings of the board of directors a quorum shall equal a majority of the directors in office.

Voting and Action by the Board

Unless a greater number is required by the corporation's articles of incorporation, these bylaws or by law, the act of a majority of the directors at any meeting at which a quorum is present shall be an act of the board. Each director with voting rights shall have one vote (provided that s/he is not prohibited from voting on a particular matter due to a conflict of interest). Votes by proxy are prohibited.

Participation by Telephone/Video Conference

Participation by Telephone. Members of the board of directors or any committee designated thereby may participate in a meeting of the board or such committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at

the same time and participation by such means shall constitute presence in person at the meeting; provided, however, that members of the public attending the meeting must also be able to hear all persons participating in the meeting.

ARTICLE X -- VACANCIES

The board shall take steps to ensure that vacant seats are filled in a timely manner.

Public Sector

When a vacancy occurs in a Public Sector board seat held by a public official, the board of directors shall select another public official to serve as a replacement director or to appoint a representative, subject to board approval, to so serve. When a vacancy occurs in a Public Sector board seat held by the representative of a public official, the board shall request that the public official either take the seat him- or herself or name another representative, subject to approval by the board, to serve as a replacement director. If the public official fails to take the seat him- or herself or to name another representative within the period specified by the board, the board shall select another public official to serve as a replacement director him- or herself or to appoint a representative, subject to board approval, to so serve.

Low-Income Sector

Vacancies in the low-income sector shall be filled using the same democratic process originally used to fill the seat.

Private Sector – Individuals

The board shall fill vacancies in the Private Sector.

Private Sector – Designated by Organization

When a vacancy occurs in a seat held by an individual designated by a Private Sector Organization, the board shall ask the Private Sector Organization that designated that individual to designate another individual, subject to approval by the corporation's board, to fill the vacancy. Should that Private Sector Organization fail, within the period specified by the corporation's board, to designate an individual to fill the vacancy, the corporation's board shall select another Private Sector Organization to designate an individual, subject to approval of the corporation's board, to fill the vacancy. Each successor shall hold office for the unexpired term of his/her predecessor until the successor sooner dies, resigns, is removed or becomes disqualified.

Procedure for Filling Vacancies on the Board of Directors

The agency will prepare a report monthly, based on the board roster, that recognizes any vacancies on the board and when the seat became vacant. A deadline for filling the seat will be determined by statute. The Agency will communicate with the entities holding the vacant seat and provide them with a deadline for filling the seat. This deadline shall be 30 days earlier than the statute deadline. If the entity holding the vacant seat does not provide a properly derived replacement by the entity's deadline, the Agency will award the seat to another entity, giving them only two weeks to fill the vacancy. If, after these efforts have failed, the Agency will continue the previous procedure until the seat is filled, and will notify the Department that the condition exists and what steps have been taken to rectify it.

ARTICLE XI -- COMPENSATION

Directors may not receive compensation for serving on the corporation's board of directors or for providing services to the corporation. However, they may receive reimbursement (or advances, in the case of low-income sector directors) from the corporation for reasonable and documented expenses incurred in the course of performing services as directors or officers. To the extent the corporation makes any such reimbursements or advances, it shall do so only in accordance with financial policies established from time to time by the board.

ARTICLE XII – CODE OF CONDUCT

- Section 1: It is recognized that persons involved in governance activities (Board of Directors) at Community Services of Northeast Texas, Inc. (CSNT, Inc.) are leaders, models, and representatives of the organization. All members will be expected to conduct themselves such that their personal and professional conduct does not have a negative affect on services or reflect badly on Community Services of Northeast Texas, Inc. public image, reputation, or credibility.
- Section 2: Acceptable standards of conduct will be established and periodically revised by the CSNT, Inc. Board of Directors for both Council and Board members. All Council and Board members will be informed of the established standards of conduct.
- The Board of Directors in its entirety will be responsible, with a simple majority vote of members present for a regularly scheduled or appropriately called special meeting, for reprimanding or removing any representative from the Council or Board due to conduct violations.

Section 3: Head Start Policy Council and CSNT, Inc. Board of Directors members:

1. Will respect and promote the unique identity of each child, family, employee, Council and Board member and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.
2. Must uphold the agency's confidentiality guidelines stated as follows:
 - a. No information regarding children and families of children enrolled with CSNT Inc. is to be discussed outside of the work setting or Board/Council meetings;
 - b. Information is to be discussed within the work setting and at Board/Council meetings only as is necessary and related to program operations/business or decision-making;
 - c. No information learned at Board/Council meetings or while conducting Board/Council business may be discussed or used in any way outside of Board/Council activities.
3. Will behave and interact respectfully while participating on Board/Council or representing the organization within the community.
4. Must have an interest and concern for children and their families.
5. May not accept gifts and/or gratuities as stated in the CSNT, Inc. Personnel Policy and Procedures Manual.
6. Are prohibited from using their position on Board/Council for purposes which are, or give the appearance of being, motivated by a desire for private gain for themselves or others, such as those with family, business or other ties.
7. Must not make public statements under the auspices of any agency title without the Board of Directors approval.
8. Will follow all CSNT, Inc. general operating procedures.
9. Will respect and uphold the legal authority of the Board of Directors to establish, review, or revise the standards of conduct for individuals participating on the Board/Council.

Section 4: Conflicts of Interest

1. Directors of the corporation may not: have a financial conflict of interest with the corporation or its delegate agencies; be employees of the corporation; or be immediate family members of any employees of the corporation or its delegate agencies. For this purpose, the term “immediate family member” means: a spouse, parents and grandparents, children and grandchildren, brothers and sisters, mother-in-law and father-in-law, brothers-in-law and sisters-in-law, daughters-in-law and sons-in-law, and adopted and step family members. Directors who are federal employees are prohibited from serving in any capacity that would require them to act as an agent of or attorney for the corporation in its dealings with any federal government departments or agencies.
2. No Board member may participate in the selection, award, or administration of a subcontract supported by CSBG funds if: (1) the Board member, (2) any member of his/her immediate family (as defined in the CSBG contract), (3)

the Board member's partner, or (4) any organization which employs or is about to employ any of the above, has a financial interest in the firm or person selected to perform a subcontract. No employee of the local CSBG contractor or of the Texas Department of Housing and Community Affairs may serve on the Board. No Board Member may be employed by Community Services of Northeast Texas, Inc., during his/her service on the Board or for twelve months thereafter without a majority vote of a properly constituted quorum of the remaining members. No person may become a member of the Board of Directors within twelve months following any employment by CSNT. Employees who are involuntarily separated from employment with CSNT are not eligible to become members of the Board. Any person removed from the Board for cause as a result of a violation of the Code of Conduct shall not be eligible to become an employee of CSNT.

ARTICLE XIII -- IMPROPERLY CONSTITUTED BOARD

If the State determines that a Board of an eligible entity is improperly constituted, the state shall prescribe the necessary remedial action which may include termination of funding.

ARTICLE XIV -- MEETINGS OF THE BOARD

Section 1: Annual Meeting

The annual meeting of the board shall be held during the month of December each year, subject to postponement by the board. The purposes of the annual meeting are to elect officers and to transact such other business as may become before the meeting. If the annual meeting is postponed, a special meeting may be held in its place, and any business transacted shall have the same force and effect as if transacted at the annual meeting.

Regular Meetings

Regular meetings of the board shall be held at least six times per year on such dates and at such times and places as the board may determine. The regularly scheduled meeting shall be held at the Community Services Offices or alternate location as designated on the fourth (4th) Tuesday of every other month at 12:00 Noon unless otherwise designated by Board action.

Special Meetings

Special meetings of the board may be called by the Chairperson or by 50% of the directors then in office.

Section 2: As Community Services Block Grant recipients have been added to the list of covered agencies, meetings and proceedings of the same shall be in compliance with the Texas Open Meetings Act (Texas Government Code, Section 551.001 et. seq.) and with the Public Information Act (Texas Government Code, Section 552 et seq.) In general, meetings of governmental bodies must be open to the public, except for expressly authorized executive sessions, and the public must be given notice of the time, place, and subject matter of such meetings. Please note that compliance with the Open Records Act is already required by Section 11 of the 2001 CSBG contract. As of September 1, 2001, it is also required by state law.

Section 3: Notice to Directors

Written notice of the time, date, location and agenda of each meeting of the board shall be given by email to each director at least five days before regular meetings and at least three days before special meetings. Whenever notice of a meeting is required to be given to the directors, such notice need not be given to any director if a written waiver of notice, executed by him or her (or his or her duly authorized attorney) before or after the meeting, is filed with the records of the meeting, or to any director who attends the meeting without protesting the lack of notice to him or her before or at the beginning of the meeting.

Notice to General Public

Notice of all meetings shall also be given to the general public through local public postings, which may include written notification in courthouses or other public places or publication in a newspaper. Notices to the general public shall be posted in readily accessible areas at least seventy-two (72) hours before the scheduled time of the meeting. Because service areas identified in Texas CSBG-supported contracts are limited to small portions of the state, it is not a requirement for local entities to publicize the board meeting notices in the Texas Register.

Section 4: Except as specifically provided below, every regular, special, or called meeting of the Board shall be open to the public. Closed or Executive sessions of the Board may be held for the following purposes:

- Consultation between the Board and its attorney in those instances

in which the Board seeks the attorney's advice with respect to pending or contemplated litigation, settlement offers, and other matters where the duty of the attorney to his client requires confidentiality.

- Discussion with respect to the purchase, exchange, lease, or value or real property, negotiated contracts, and prospective gifts or donations to the organization, when such discussion, if made public, would have a detrimental effect on the negotiating position of the organization.
- Discussion with respect to matters involving the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of an officer or employee or to hear complaints or charges against such officer or employee, unless such officer or employee requests a public session.
- Discussion with respect to any matter specifically made confidential by law or regulation.
- Any other exception available by state law.

Whenever any deliberation or any portion of a meeting is closed to the public as permitted above, no final action, decision, or vote with regard to that matter shall be made except in a meeting open to the public.

Section 5: The Board shall keep written minutes of each open meeting that include a record of the members present by category, items presented to the Board for action, and the votes on all motions. Minutes of the previous meeting shall be distributed to board members before the next meeting. The minutes shall be made available to the public upon request in accordance with the Open Records Act.

Section 6: Parliamentary Procedure

Where necessary and in matters not covered by these bylaws, Robert's Rules of Order, Newly Revised shall serve as a guide to proper procedure at meetings of the board and its committees.

ARTICLE XV -- COMMITTEES OF THE BOARD

Section 1. The composition of the committees must be the same as those outlined in these By-Laws for the general Board. The Executive Committee will meet on a call basis. The standing, functional and special committees will meet as the Chairperson of a specified committee schedules a meeting to accomplish committee business. Due to the urgency of completing committee business, which is based upon a quorum of members being present, it is imperative that committee members who miss three scheduled or called meetings without just cause within one year shall be removed from the committee. All committees

must at all times reflect a minimum of one-third representatives of the poor.

Section 2. Standing Committees are: Executive, Finance, Governance, Personnel, Planning and Evaluation and By-Laws Committees.

A. Executive Committee – Meets in June and as needed

1. The Officers of the Board shall constitute the Executive Committee. This committee may only transact routine and ordinary business between meetings of the full board and need only report it at the next meeting of the full Board.
2. The functions of the Executive Committee are to:
 - a. Act on urgent matters requiring action of the total Board at all times between regularly scheduled Board meetings. All such actions shall be subject to ratification by the total board.
 - b. Ensure compliance with By-Laws and recommend changes in the By-Laws.
 - c. Ensure By-Laws conform to funding source requirements.
 - d. Recommend organizational representation of the Board.
 - e. Serve as legal counsel to the Board on matters requiring interpretation of legal or quasi-legal documents.
 - f. Represent the Community Services before State and municipal bodies on legislative matters.
 - g. Adhere to the succession plan for the position of Chief Executive Officer upon the vacancy of said position.
 - h. Act on official matters pertaining to functional and standing committees in the absence of action by these committees after notification of the Executive Committee.

B. Finance Committee – Meets every other month and presents financial reports in the board meetings

The finance committee shall be composed of four members.

The finance committee shall:

- (1) oversee the preparation of the annual budget and financial statements;
- (2) oversee the administration, collection, and disbursement of the financial resources of the organization;
- (3) advise the board with respect to significant financial decisions; and
- (4) have such other powers and perform such other duties as the board may specify from time to time.

Audit Committee (Part of the Finance Committee)

The audit committee shall be composed of three members.

The audit committee shall assist the board of directors in fulfilling its oversight

responsibilities by monitoring:

- (1) the overall systems of internal control and risk mitigation;
 - (2) the integrity of the financial statements of the corporation;
 - (3) compliance by the corporation with legal and regulatory requirements and ethical standards; and
 - (4) the independence and performance of the corporation's independent auditors.
- In addition, the audit committee shall have such other powers and perform such other duties as the board may specify from time to time.

C. Governance Committee – Meets annually for board self-evaluation

The governance committee shall be composed of four members.

The governance committee shall:

- (1) oversee board member recruitment (including administering the low-income board member democratic selection process, recommending candidates for Public and Private Sector board seats, and ensuring that the board fills vacancies promptly), orientation, and training;
- (2) coordinate the board's periodic evaluation process of itself and the corporation's governance structure, policies and procedures;
- (3) coordinate periodic review of the corporation's articles of incorporation and bylaws; and
- (4) have such other powers and perform such other duties as the board may specify from time to time.

D. Program Planning and Evaluation Committee – Meets once annually for Strategic Planning

Subject to the direction and control of the full board, the program planning and evaluation committee shall:

- (1) oversee implementation of the corporation's community needs assessment and strategic planning processes approved by the board and conduct periodic reviews to determine to what degree the corporation is addressing the needs and goals identified through these processes;
- (2) track the progress of the corporation's programs in meeting identified goals and objectives;
- (3) oversee the corporation's processes for outcome reporting for its programs;
- (4) review monitoring reports, evaluations, and other feedback on the corporation's programs provided by funding sources and other interested parties;
- (5) work with the corporation's staff and full board to ensure that monitoring findings are addressed in a timely way;
- (6) oversee the regular evaluation of the corporation's programs by the corporation's board and staff; and
- (7) regularly report to the full board on these matters. In addition, the program planning and evaluation committee shall have such other powers and perform such other duties as the board may specify from time to time.

E. Personnel Committee – Meets once annually and as new policies are developed

The personnel committee shall:

- (1) periodically review the corporation's personnel policies and procedures and implementation thereof, and report findings and recommendations for policy and procedures changes to the full board;
- (2) periodically review the corporation's compensation schedule and implementation thereof, recommend any changes to the board;
- (3) review and make recommendations to the board regarding the corporation's employee benefits package;
- (4) serve as an appeal panel for employee grievances, as described in the corporation's employee grievance procedure; and
- (5) receive information from the corporation's staff and attorneys on legal proceedings involving the corporation's employees and make recommendations and reports to the board on those matters. In addition, the personnel committee shall have such other powers and perform such other duties as the board may specify from time to time.

F. By-Laws Committee – Meets once annually and as needed for Bylaws reviews and changes

The Bylaws Committee shall:

- (1) Ensure compliance with By-Laws and recommend changes in the By-Laws.
- (2) Ensure By-Laws conform to funding source requirements.

ARTICLE XVI -- SPECIAL COMMITTEES

Section 1: The Chairperson of the Board may appoint special committees from time to time depending upon the needs of the corporation. Such committees will have the responsibility to make policy recommendations from actions by the Board in the specific areas and shall function for as long as they are needed to accomplish the specific tasks.

Section 2: Removed due to the committee being a standing committee and not a special committee.

ARTICLE XVII -- OTHER COMMITTEES

Other Committees and Ad-Hoc Committees shall be appointed by the Chairperson as deemed necessary.

ARTICLE XVIII – REMOVAL OR RESIGNATION OF DIRECTORS

Section 1: Grounds for Removal

(a) Incapacity. The board may remove a director, if in the opinion of the board, the director is incapacitated or otherwise unable to carry out the duties of his/her office.

(b) Cause. The board of directors may remove a director for cause for one or more of the following reasons: conduct the board deems contrary to the best interests of the corporation; violations of the corporation's articles of incorporation, bylaws, conflict of interest policy, board resolutions or other policies; absence from three (3) or more consecutive board meetings; repeated disruptions of board and/or committee meetings; or false statements on documents completed in connection with service as a director or officer of the corporation.

Removal Procedures

The board shall provide all directors, including the director proposed to be removed, with notice of the meeting at which the removal is to be considered. The notice must specify that a purpose of the meeting is to consider removal of the director. The director proposed to be removed shall be entitled to an opportunity to be heard at that meeting. A vote of 50% of directors is required to remove the director.

Resignation

A director may resign by delivering his or her written resignation to the chairperson, to a meeting of the directors or to the corporation at its principal office. The resignation shall be effective upon receipt unless specified to be effective at some other time. A director who has ceased to meet the qualifications for service as a director, as specified in these bylaws and by the board from time to time, and/or for the board seat to which s/he was elected, is deemed to have resigned as of the date s/he ceased to meet those qualifications.

Section 3: Any agenda of each special called meeting of the Board shall accompany the notice of that meeting and shall be sent to all Board members. No meeting, be it regularly scheduled or special called, may address the issues of

- (1) removal of a member of the Board for cause,
- (2) the election of officer(s) of the Board,
- (3) the amendment or revision of these By-Laws or
- (4) employment and termination of the Chief Executive Officer of this corporation unless

such items appear on an agenda circulated pursuant to the Open Meeting Act requirements.

ARTICLE XIX – OFFICERS OF THE BOARD

Section 1: The officers of Community Services and the Board of Directors shall be a Chairperson, a Vice-Chair, Secretary and Treasurer. The Chairperson shall appoint the Parliamentarian.

Officers

The officers of the corporation shall consist of the Chairperson, Vice Chairperson, Treasurer, and Secretary (the “Primary Officers”) and such other officers, if any, as the board of directors may determine from time to time. All officers must be directors. No director shall hold more than one office at the same time.

Duties of Officers

The duties and powers of the officers shall be as follows or as shall be set hereafter by resolution or policy of the board of directors:

1. Chairperson

The Chairperson shall: (1) be the chief volunteer officer of the corporation, subject to the direction and control of the board; (2) preside at meetings of the board of directors; and (3) perform such other duties and have such other powers as the board of directors may determine from time to time.

2. Vice Chairperson

In the absence of the Chairperson or in the event of the [president/chair’s] inability or refusal to act, the vice Chairperson shall perform the duties of the Chairperson, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson. The Vice Chairperson shall also perform such other duties and have such other powers as the board of directors may determine from time to time.

3. Secretary

The secretary shall record (or see to the recording of) and maintain records of all proceedings of the board of directors, including the attendance of directors at meetings, in a book or books kept for that purpose, which shall

be kept at the principal office of the corporation and which shall be open at all reasonable times to the inspection of any director. Such book or books shall also contain the corporation's articles of incorporation and bylaws (as well as any amendments thereto) and the names of all directors and the address of each. The secretary shall perform such other duties and have such other powers as the directors shall determine from time to time. If the secretary is absent from any meeting of the board of directors, the assistant secretary, if one be appointed, or, if there is no assistant secretary, a temporary secretary chosen at the meeting, shall exercise the duties of the secretary at the meeting.

4. Treasurer

The treasurer shall: (1) oversee the corporation's financial management practices, subject to the direction and control of the board; (2) ensure that the directors understand the financial situation of the corporation (including ensuring that financial statements for each month are available for each meeting of the board of directors and are kept on file at the corporation's principal office); and (3) perform such other duties and have such other powers as the board of directors may determine from time to time.

5. Other Officers

The duties and powers of other officers shall be established from time to time by resolution of the board of directors.

Delegation of Duties

An officer may delegate the specific duties set forth above to another individual or receive assistance from another individual in performing such duties, so long as the officer retains oversight and review of the work of the other individual and the records and documents prepared and distributed by that individual. Election. The Primary Officers shall be elected each year by the board of directors at the board's annual meeting. In the event that any or all of the Primary Officers are not elected at the annual meeting, they may be elected at a subsequent board meeting. Other officers may be elected from time to time by the board. Term of Office. Each Primary Officer shall hold office until the next annual meeting and until his or her successor is elected and qualified or until s/he sooner dies, resigns, is removed or becomes disqualified. Each other officer shall hold office until the next annual meeting unless a shorter period shall have been specified by the terms of his or her election or appointment, or until s/he sooner dies, resigns, is removed or becomes disqualified. [If your CAA wants to include a term limit for officers, describe it here.]

Removal of Officers

1. Grounds for Removal

(a) Incapacity. The board may remove an officer, if in the opinion of the board, the officer is incapacitated or otherwise unable to carry out the duties of his/her office.

(b) Cause. The board of directors may remove an officer for cause for one or more of the following reasons: conduct the board deems contrary to the best interests of the corporation; violations of the corporation's articles of incorporation, bylaws, conflict of interest policy, board resolutions or other policies; absence from three (3) or more consecutive board meetings; repeated disruptions of board and/or committee meetings; or false statements on documents completed in connection with service as a director or officer of the corporation.

2. Removal Procedures. The board shall provide all directors, including the officer proposed to be removed, with a notice of the meeting at which the removal is to be considered. The notice must specify that a purpose of the meeting is to consider removal of the officer. The officer proposed to be removed shall be entitled to an opportunity to be heard at that meeting. A vote of 50% of directors is required to remove the officer.

Resignation of Officers

An officer may resign by delivering his or her written resignation to the Chairperson, to a meeting of the directors or to the corporation at its principal office. Such resignation shall be effective upon receipt unless specified to be effective at some other time.

Vacancies

The board shall fill promptly vacancies in the Primary Officer positions, and may fill vacancies in other officer positions, either at a regular meeting or at a special meeting called for that purpose. Each successor shall hold office for the unexpired term of his/her predecessor or until the successor sooner dies, resigns, is removed or becomes disqualified. Any vacancy in any office held by a Board member because of death, resignation or otherwise may be filled by the Board for the unexpired portion of the term.

ARTICLE XX -- THE CHIEF EXECUTIVE OFFICER, THE STAFF AND DUTIES

Chief Executive Officer

The board of directors shall appoint and employ a chief executive officer, who, subject to the board's direction and control, shall: manage the day-to-day affairs of the corporation; implement goals and policies established by the board; and report on and advise the board and its committees concerning the affairs and activities of the corporation. The chief executive officer shall be empowered to hire, supervise and terminate the corporation's other employees in accordance with personnel policies established by the board. In addition, the chief executive officer shall perform such other duties and

have such other powers as the board may determine from time to time. The board shall evaluate the chief executive officer and set his/her compensation on an annual basis. The chief executive officer shall attend meetings of the board and its committees.

In the event of an unplanned, planned, or retirement of the Chief Executive Officer, the agency succession plan will be followed. If the absence is permanent, a meeting of the Board or Executive Committee will be held to name the Chief Operating Officer as the Chief Executive Officer.

ARTICLE XXI -- AMENDMENT OF BY-LAWS

These bylaws may be altered, amended or repealed at any meeting of the directors provided that notice of the meeting must be provided to the directors at least five days before the date of the meeting and must include the text of the proposed alteration, amendment or repeal.

The By-Laws shall be effective immediately upon approval of the Board; however, the current membership will continue to serve until the next annual elections are conducted.

All amendments, alterations or revisions of these By-Laws shall be promptly transmitted to the TDHCA or comparable funding source.

ARTICLE XXII -- DISSOLUTION OF THE CORPORATION

Dissolution of this corporation shall be in compliance with the laws of the State of Texas that those pertinent requirements and regulations of Community Action Agencies. The disposition of all property and assets of this corporation shall be in accordance with Grantee Property Administration.

ARTICLE XXIII – INTERNAL DISPUTE / IMPASS RESOLUTION

According to 45 CFR, Part 1304.50 (H), each Head Start grantee and Policy Council jointly must establish written procedures between the governing body (Board) and policy group. The following procedures address this requirement.

A. There must be respect and involvement between the governing Board and the Policy Council.

B. There must be a Board member serving on the Policy Council and a Policy Council member serving on the governing Board.

C. These written procedures must be approved* by the governing Board and the Policy Council annually.

D. If there is conflict between the governing Board and the Policy Council, the following informal procedures must be applied:

INFORMAL PROCEDURES

The Chief Executive Officer and the Head Start Director meet to resolve the conflict.

1. The Chief Executive Officer, the Head Start Director, Policy Council Chairperson, and the Board Chairperson meet to resolve the conflict.

2. The Board and Policy Council Executive Committees meet to resolve the conflict.

E. If the informal procedures do not resolve the conflict, then go to the approved formal procedures that includes disinterested** parties.

FORMAL PROCEDURES

1. The governing Board chooses one disinterested party.

2. The Policy Council chooses one disinterested party.

3. The two chosen disinterested parties choose a third disinterested party.

4. The three disinterested parties will resolve the impasse.

*The approval process includes the governing Board and the Policy Council being involved in the creation and implementation of these policies and procedures.

**Disinterested parties should not include any parents or family members of children currently enrolled in the Head Start Program, and any staff of Board members of the Grantee Agency, or Head Start Program.



Agency Impact Report

Prepared for:

July 28, 2026 Governing Board Meeting

Prepared by:

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Community Services of Northeast Texas, Inc. Impact Report

Head Start Preschool • Ages 3-5 years • Preparation for Kindergarten • Family Empowerment • 465 Children Served • In-Kind: • Partnerships with Atlanta ISD, Bloomburg ISD, Daingerfield-Lone Star ISD, Hughes Springs ISD, Pittsburg ISD, and Texarkana ISD Head Start Preschool focuses on preparing children for Kindergarten and empowers families to break the cycle of generational poverty.	Family Empowerment • Priority: Individuals and families that are willing to work toward self-sufficiency • Budgeting/Financial Literacy • Employment Readiness • 5 Individuals Enrolled • 0 Individuals Transitioned out of Poverty • Stabilization Assistance • CSBG Expenditures - \$26,989.65 Family Empowerment focuses on the entire family empowering them to break the cycle of generational poverty.
Early Head Start • Ages 12 months-3 years • Preparation for Preschool • Family Empowerment • 16 Children and Families Served • In-Kind: Early Head Start focuses on preparing children for Pre-Kindergarten and empowers families to break the cycle of generational poverty.	Comprehensive Energy Assistance Program (CEAP) • Priority: Elderly, Disabled, Families with Children 5 years and younger • Utility Assistance • Heating/Cooling Assistance • Energy Saving Tips • CEAP Expenditures - \$660,519.26 CEAP assists individuals and families with their utility bills and heating/cooling systems.
Tenant Based Rental Assistance (TBRA) • Priority: Individuals and families that are willing to work toward self-sufficiency • Priority: Persons with Disabilities • Priority: Disaster Relief • Rental Assistance • Utility Assistance TBRA assists with rental and utility assistance for a limited timeframe.	CSBG Discretionary • Priority: Organizational Capacity Improvements The current CSBG Discretionary Grant of \$2,000.00 was awarded to aid in organizational capacity improvements. It has been used for IT related needs.
Student Impact • Priority: Students that are interested in obtaining skills related to employment and adulthood • We awarded 10- \$1,000 IMPACT scholarships to students in our service area. The Student Impact Program is an opportunity for High School Students aged 16 and up to gain employment related skills that will last a lifetime.	Mrs. Margaret's Food Pantry • Priority: Provide food for anyone experiencing food insecurity • Funded by donations (food and money) • Local Church donated a truckload of food • \$411 carried over from 2024 donations • \$950 in donations received in 2025 • Over 107 individuals served in 2025 Mrs. Margaret's Food Pantry currently has over \$800 left to continue serving individuals families experiencing food insecurity.
CURRENT YEAR TO DATE TOTAL EXPENDED FUNDS: \$6,496,213.91 TOTAL INDIVIDUALS SERVED: 2,503 TOTAL ECONOMIC IMPACT: \$45,473,532.37 *Total economic impact is calculated by multiplying the total federal expenses times 7 (per our Auditor)	

Future Impact Plans (part of the 10 year plan)

Homeowner Reconstruction Assistance Program (HRA) • Priority: Reconstruction/Replacement of dilapidated homes/manufactured housing units • Site built homes • Manufactured housing units • Forgivable loan or grant *This is option one for permanent housing ownership programs being considered.	Homebuyer Assistance with New Construction Program (HANC) • Priority: Pathway to Homeownership • Site built homes • Manufactured housing units • Fixed-rate loan • Loan is held by TDHCA *This is option two for permanent housing ownership programs being considered.
Contract for Deed Program (CFD) • Conversion of contracts for deeds into traditional mortgages through acquisition or refinance • Reconstruction • New Construction • Replacement of manufactured housing	Amy Young Barrier Removal Program (AYBR) • Priority: Persons with Disabilities • Accessibility modifications to existing homes • Tenants or homeowners • Construction oversight
Federally Qualified Health Center (FQHC) • Priority: Individuals and families in need of healthcare • Sliding scale fees Healthcare in our rural service area is scarce. FQHC's are currently being researched further.	Permanent Housing Solutions Partnership • Priority: Transitional Housing participants, unhoused population Coordinate with a permanent housing solutions partner to provide permanent housing for the unhoused or temporarily housed.
A New Beginning Transitional Housing • Priority: Unhoused population, individuals and families that are willing to work toward self-sufficiency • Temporary Housing A New Beginning Transitional Housing assists the unhoused population in our service area. Currently, the Morris House has been purchased by the tenant. There are plans for additional transitional housing locations.	Head Start/Early Head Start Expansion • Home based (HS and EHS) • More EHS seats • Child Care Partnerships Future plans for Head Start and Early Head Start include a home-based program that begins from the womb. Healthier mothers have the potential of leading to healthier children.

Impact of the Month:

CSNT, Inc. has applied for five additional grants; four housing grants and one homelessness grant. We are excited about the new opportunities for growth!