



TEXAS TECH UNIVERSITY

College of Human Sciences

Center *for* Early Head Start™

Annual Report

2019-2020

**Texas Tech University Center for Early Head Start
Annual Report
2019-2020**

TTU Center for Early Head Start (CEHS) makes available an annual report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

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The total amount of public and private funds received and the amount from each source.

Source of Funds	Regular Grant June 2019 – May 2020	Expansion Grant Sept 2019 – Aug 2020
Department of Health and Human Services	\$737,010	\$539,245
Department of Health and Human Services T/TA	\$16,942	\$12,557
Texas Tech University matching funds	\$36,419	\$12,140
Talkington matching funds	\$105,166	\$60,703
StarCare Specialty matching funds	\$44,470	\$44,470
USDA funds	\$23,708	\$23,708
Donations	\$25,093	\$18,171

An explanation of budgetary expenditures and proposed budget for the fiscal year.

Proposed Expenditures	Regular Grant June 2019 – May 2020	Expansion Grant Sept 2019 – Aug 2020
Personnel, salary and fringe	\$585,812	\$476,002
Supplies	\$40,229	\$1,414
Other direct costs (internet, insurance, mileage, snacks not covered by USDA, meals for parent meetings, postage, printing, publications, fingerprinting, background checks, licenses, fees, medical and disability costs, ChildPlus program)	\$32,003	\$4,053
Rent	\$30,000	\$30,000
Nutrition Services (meals and cook's salary)	\$40,344	\$40,751
Staff Development and Training	\$16,942	\$12,557
Indirect Costs (DHHS and T/TA)	\$80,781	\$59,122

The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served. The percentage of enrolled children that received medical and dental exams.

Results from PIR from 2019-2020:

	Regular Grant	Expansion Grant
Funded for # of Children	56	40
Served # of Children	109	71
Served # of Families	86	64
Served # of Pregnant Women	19	0
Total # Served	128	71
Average Monthly Enrollment	56	40
Percentage of Eligible Children	91%	95%
Total Children with Access to Healthcare	100	63
Total children with access to dental care	100	63
Total children up to date on well checks	97	60
Total children up to date on dental exams	67	29

Information about family engagement activities.

TTU CEHS strives to engage each member of the family as an active participant in the child's education and believes that making parents the child's primary educators is extremely important to sustain the work that we accomplish.

Upon enrollment, teachers and support staff work toward developing relationships based on trust and open communication with families in order to engage them in the Family Partnership Agreement. Families are made to feel comfortable, welcome, and empowered to get involved

in the program and their child's education. EHS provides a variety of activities as well as a variety of times so that families can participate in activities that both interest them and work with their personal schedule. Staff actively encourage families to take advocacy and leadership roles within the community. Examples of EHS Family Engagement Activities:

Active Policy Council. During monthly meeting, childcare and meals are provided to encourage consistent attendance and active participation in decision making.

Annual Self-Assessment. Parents help facilitate the data collection for this annual process.

Socialization. The Home-based program provides weekly socialization opportunities, both at the center, and at community functions.

Parent Committee Meetings, offered in a variety of forums, including Parent Information Sessions.

ReadyRosie, a research-based parenting curriculum that features both online and in-person opportunities for families to learn how to create meaningful home-learning environments.

IMHAP (Interactive Mental Health Activities for Parents), regular meetings regarding mental health issues selected from parent feedback.

Holiday Special Events, offered both during the EHS regular day, as well as at night, with an emphasis on important developmental concepts for children such as literacy, early math, and healthy eating.

Family Literacy Program, including Baby Book Club (take home library,) and partnerships in the community to offer family literacy events, both at CEHS and in the community.

Assistance with higher education, job placement, and social service connections in the community.

Volunteer Opportunities. Parents are encouraged to volunteer in the classroom, at special events, and as assistants to support staff.

Resources, such as Texas Tech University Linguistics Department and Early Childhood Intervention, are used for families who speak a language other than English.

Baby Bucks Store, an incentive program in which parents earn participation points and can shop in the "store" twice a year.

EHS Efforts to prepare children for kindergarten.

We have developed school readiness goals that are consistent with the five domains of the Head Start Child Development and Early Learning Framework. Our school readiness goals cover the following areas: physical development and health, social and emotional development, language and literacy, cognition and general knowledge, and approaches to learning.

Our goals apply to the children aged 6 weeks to 3 years enrolled in our Early Head Start program. Our school readiness goals align with *the Infant, Toddler, and Three-Year-Old Early Learning Guidelines* developed for the State of Texas by the Texas Early Learning Council. Our goals are also consistent with the *High/Scope* research-based curriculum for infants, toddlers, and three-year-olds

School readiness is assessed by an instrument, the Child Observation Record (COR), developed by High/Scope. The COR is a valid and reliable research-based observation instrument. The COR is developmentally appropriate as it is based on daily authentic observations of children's behaviors. The COR is **culturally appropriate** because it is based on the behaviors that children engage in naturally on a daily basis; in addition, it has been normed using data from publicly funded programs. The COR is **linguistically appropriate** because the child observations are based on anecdotal records. Whether a child asks a two-word question in English or Spanish, the teacher will record the anecdotal evidence relative to language development. The COR provides translation services for other languages, so families can be provided information about their child's development in the language they are most comfortable.

The COR online yields data on children's progress both for individual children and groups of children.

Observation anecdotes for each child are collected and rated for each domain of development. Teachers review the findings for individual children; these findings are used for individual lessons plans and shared with parents. Averages of children's levels of development for each domain and age group are aggregated and described in a report on school readiness progress written 2-3 times a year. This report is shared with our Policy Council, Governing Board, and is included in our Annual Report. Our program responds to our findings by integrating them into all aspects of our program, including education, disabilities, training, self-assessment, parent engagement, reporting, and governance.

Individual child data is shared with parents during home visits two times a year.

We have also developed a family engagement plan in which results from the COR are

discussed with parents during the year and tied to specific activities designed for parent participation. The results of the aggregated data have been reported in detail to the Policy Council and Governing Board. We also reported the areas in which additional training is needed and have developed a training plan for these areas. To raise awareness of our curriculum goals, we plan to highlight areas of the curriculum in each newsletter along with suggestions for parents.

Attached is the summary report of TTU Center for Early Head Start's progress towards school readiness using the COR Advantage assessment tool.

Texas Tech University Center for Early Head Start

School Readiness Progress

COR Advantage Assessment Report

Time 1: June-September 2019

Areas of strength include personal care/healthy behavior, tools and technology, and building relationships with other children. For this reporting period, the *Head Start ELOF* comparison data shows that the highest scores in overall domains were in Perceptual, Motor, and Physical Development and Approaches to Learning. Both of these areas contain vital skills in child development such as gross motor, fine motor, health, safety, and nutrition, emotional self-regulation and creativity.

Areas for growth include phonological awareness, reading, and data analysis. For this reporting period, the *Head Start ELOF* comparison data shows that the lowest scores in overall domains were in Language and Literacy and Cognition. TTU CEHS will continue to emphasize communication, emergent literacy, problem-solving and emergent mathematical thinking. These areas will be a focus for professional development for all staff to ensure we are using best teaching practices.

Time 2: October 2019-January 2020

Areas of strength include building relationships with other children, personal care and healthy behavior, and tools and technology. Areas of greatest gain from period 1 to period 2 were conflict resolution, geometry, and knowledge of self and others. This is encouraging because they were some of the lower scoring areas during period 1. The

Head Start ELOF comparison data shows that the highest gain in overall domains were in Social and Emotional Development and Language and Literacy. Since language and literacy were one of the lowest scoring domains in period 1, this growth is encouraging. TTU CEHS is continuing the focus on implementing Conscious Discipline by providing training and support throughout the year, which may have contributed to the high gains in Social and Emotional Development.

Areas for growth include phonological awareness, emotions, and data analysis. The areas with the lowest gains were reflection, emotions, and experimenting, predicting, and drawing conclusions. Phonological awareness continues to be one of the main areas for growth, due to the complex verbal language required to progress. The *Head Start ELOF* comparison data shows slower gains in Cognition and Approaches to Learning. The slower gain in Approaches to Learning is due to the fact it was one of the highest scoring areas during period 1. TTU CEHS will continue to focus on the Cognition domain and pursue professional development with a focus in emergent math and problem solving.

Time 1-3: Final School Readiness Report 2019-2020:

For the 2019-2020 year, assessment results show the following statistical information:

49% of children were male; 51% were female

20% of children had an IFSP (Individual Family Service Plan)

39% of children were African American; 39% Hispanic; 6% white (not Hispanic); and 2% Asian

10% of children were considered Dual Language Learners

Due to COVID-19, Period 3 had insufficient data to analyze and Period 2 data was used to determine progress towards school readiness for the 2019-2020 school year.

The final school readiness report for the year looked at our data based on the *Head Start Early Learning Outcomes Framework, Ages Birth to 5 (ELOF)*. It is important to use the Framework as a comparison tool, because this is the document that Head Start expects all programs to use to determine their curriculum, learning materials, daily activities, teaching practices, and child assessment.

Based on a comparison of our COR data to the *Head Start Early Learning Outcomes Framework (ELOF)*, the area of strength this year was Perceptual, Motor, and Physical

Development with this having the highest beginning score as well as high gains during the year. The greatest gain across the school year was seen in Language and Literacy.

It is encouraging to see the growth made in Language and Literacy, since these are such important skills to indicate school success.

When looking at the same assessment data, the area with the lowest overall average score is Cognition which includes Emergent Mathematical Thinking. The area with lowest gains across the year is also Cognition.

It is important to remember that this growth is over an eight month period, instead of the twelve month period in which children are typically assessed.

The results of the most recent review by the Secretary (see attached pages 1-11) and the Statewide Single Audit (or the A-133 audit) for Texas Tech University available at

<http://www.depts.ttu.edu/accountingservices/research-accounting/audits-and-institutional-reports.php>

Texas Tech University Statewide Single Audit

Texas Tech University engages the Texas State Auditor's Office to conduct the annual statewide single audit in accordance with 2 CFR Part 200, Subpart F, Audit Requirements. Texas Tech University has adequate reporting systems and internal controls to ensure federal awards are managed in compliance with laws, regulations, and the award terms and conditions. No questioned costs were reported for the research and development cluster or the SEFA.

- The *Financial Portion* of the Statewide Single Audit includes an audit of the Schedule of Expenditures of Federal Awards (SEFA). The Financial Portion of the Statewide Single Audit for state of Texas for fiscal year ended August 31, 2019, is available [in its entirety](#).
- The *Federal Portion* of the Statewide Single Audit includes an audit of compliance and controls over the state's federal awards. The Federal Portion of the Statewide Single Audit report for the state of Texas for fiscal year ended August 31, 2019, is available [in its entirety](#).

Community Assessment Summary

In accordance with HSPPS 1302.11(b) we have conducted a community assessment to make sure we target the most vulnerable infants, toddlers, and expectant mothers in our community. To assess current community needs, we consulted the local United Way Status report, the Lubbock ISD Head Start annual report (LISD), and the South Plains Community Action Association Head Start (SPCAA) annual report, along with information from local service providers (South Plains Food Bank, Early Childhood Intervention (ECI), Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)).

Number of infants, toddlers, and pregnant women eligible for Early Head Start. Based on the numbers of Head Start children served in our community (574 four-year-olds served by LISD; 606 served by SPCCA), we estimate similar cohorts of approximately 1,000 eligible toddlers, infants, and pregnant women in Lubbock. The number of preschoolers eligible for free lunch enrolled in East Lubbock schools (420) suggests cohorts of 400 eligible toddlers, infants, and pregnant women in East Lubbock. Other indicators reveal the high needs of infants, toddlers, and pregnant women in our community, including health at birth, food insecurity, homelessness, social services, and vulnerable families.

Health at Birth. According to the Texas Department of State Health Services, in Lubbock County, the incidence of low birth weight is 9.8%, but double in Lubbock's African American population in East Lubbock (19.8%). The infant mortality rate in Black infants is double that of White and Hispanic infants (10.9% vs 5.8%) according to the *2019 Healthy Texas Mothers and Babies Data Book*. African-American families in Lubbock have the greatest health challenges in early life and hence, can benefit from prenatal and infant services at TTU Center for Early Head Start.

Food Insecurity. Food insecurity and inadequate nutrition reflect the need of families within our service area. Lubbock County has 47,680 individuals who are food insecure: a rate of 16.2%, according to the *United Way Community Status Report* (2019). And yet, the rate is even higher for children, with 15,130 (20.8%) of food insecure children in Lubbock County. According to the South Plains Food Bank, 34% of the children served by the food bank miss meals each month. Families eligible for Early Head Start suffer from hunger, but also from obesity. A recent assessment of the BMI of children enrolled in the Center for Early Head Start revealed that 15% score in or near the 85th percentile.

The nutritional profiles of those living in our service area highlight the need for food and nutrition education services that we provide to children and their families.

Homelessness. According to the South Plains Homeless Consortium, 293 people were homeless during the Point in Time Survey in January 2019; of these, 14% were children. However, it has been estimated that many more Lubbock residents have a form of homelessness more difficult to define: families doubled up with other families or living with relatives or in temporary housing. Lubbock ISD reports 1,064 students who are homeless. At CEHS, 23% of our families have been classified as homeless. Homeless families with young children have a particularly wide range of needs that can be addressed by comprehensive Early Head Start program services.

Social Services. An indicator of need in families who could benefit from TTU Center for Early Head Start is the percentage and number of children who qualify for assistance to obtain food or healthcare. The State of Texas Children (Texas Kids Count Project) reports that almost 30% of families with young children in Lubbock County receive financial assistance to buy food through SNAP (Supplemental Nutrition Assistance Program). Texas Health and Human Services reports that each month, up to 40% of the children in Lubbock County, 30,000, are enrolled in Children's Medicaid. Nearly 40% of children in Lubbock aged 0-4 receive supplemental foods. Families who receive social services for basic needs such as food and healthcare are likely to benefit from the comprehensive educational, health, and family services provided by our Early Head Start program.

Vulnerable Families. Parents who are teens, single, or incarcerated have a particularly high constellation of needs in providing care for their children. Lubbock County has a current teen pregnancy rate (age 13-17) of 15.8%. Single parents are in particular need of high-quality, comprehensive childcare services. Most of the parents served by TTU Center for Early Head Start (89%) are single parents. Families with a parent who is incarcerated have even greater economic and social stresses, as do their young children; 5% of CEHS parents are incarcerated. TTU Center for Early Head home-based and center-based programs provide the interpersonal relationships and expertise to support the most vulnerable teen, single, and incarcerated parents and their children.

Schedules of Parents with Eligible Children. Working families with young children need reliable high-quality childcare to become self-sustaining. Many young parents in East Lubbock need to complete their education (G.E.D, job training) to obtain sustainable employment. Whether determined by school, apprenticeships, job searches, or

employment, parent schedules determine the need for year-round full-day childcare. Among the biggest employers of families in our community are Lubbock ISD, United Supermarket, the City of Lubbock, Lubbock County, and Walmart, all of which employ staff during weekdays and, except for the school district, provide employment year-round when our Center offers childcare services.

Available Childcare Services. TTU Center for Early Head Start is the only Early Head Start program in Northeast Lubbock and the only NAEYC accredited program serving children in Northeast Lubbock. One other Early Head Start program provides services in Lubbock: a partnership between South Plains Community Action Association (SPCAA) and the YWCA. This program serves about 100 infants and toddlers in two locations, one in central Lubbock and one in south Lubbock. The Early Learning Centers of Lubbock offer childcare for a fee in four locations, all west of Interstate 27. The Early Learning Centers serve about 80 infants and toddlers with fees ranging from \$85.00 to \$125.00 per week. A nearby family-owned and operated Center, Lil' Precious Steps, offers childcare for a fee to 48 infants and toddlers.

Available Home Visiting Services. Lubbock has a Nurse-Family Partnership program organized by Texas Tech University Health Sciences Center. This program provides home visits twice a month to 200 first-time mothers and children through the age of two in Lubbock and surrounding counties; mothers must enroll by the 28th week of pregnancy. We collaborate with this program to help ensure that mothers seeking home visits obtain services that meet their needs. The Parenting Cottage, funded by United Way, provides home visits twice a month to 34 pregnant women in Lubbock with the Parents as Teachers program; this agency is located in central Lubbock.

Resources and Strengths. Lubbock has many resources that allow us to form community partnerships to identify, prioritize, and serve families. We work closely with Early Childhood Intervention (ECI) to recruit families, make referrals, and provide services to children with special needs. Another resource and longstanding partner is the Family Therapy Clinic at Texas Tech University which provides high-quality therapeutic services to individuals, couples, and families on a sliding scale fee. StarCare Specialty Health System is a close community partner which provides services for adults, children and adolescents with mental illness, intellectual disabilities and/or substance use disorder. The Combest Community Coalition, is a health and wellness organization we partner to share information and referrals with the Nurse-Family Partnership Program and the Larry Combest Community Health & Wellness Center.



Program Goals and Objectives 2020-2021

Program Goals	Measurable Objectives	Tracking (i. Activities ii. Measures iii. Outcomes iv. Challenges)
<u>GOAL ONE</u> Focus on school readiness	A. Support language development by emphasizing teacher interactions, environments, and parent activities.	i. Coach teachers on effective teaching practices that promote language development, such as serve-and-return; monitor classrooms for appropriate materials to enhance language development; encourage families to support their child's language development in our parent education programming. ii. Child assessment data obtained through Child Observation Record; Program Quality Assessment data (PQA); coaching data; data from the TTUCEHS developed Family Assessment. iii. All children will make progress toward school readiness in the area of language. iv. Ensuring new staff are using effective teaching practices in the area of children's language development.
	B. Augment practice-based coaching (PBC) skills for new Education Manager.	i. Provide PBC Training for new Education Manager. ii. Teacher self-assessment data and individual progress toward goals. iii. Improved PQA scores and child assessment scores. iv. New Education Manager needs to refine PBC skills.
	C. Increase the emotional resilience and social development of children by incorporating strategies from Conscious Discipline across all components of our program.	i. Train all staff on Conscious Discipline (CD); develop and utilize classroom observation tool to assess implementation of CD. ii. Child assessment data obtained through Child Observation Record; improved conflict resolution seen during classroom observations; Social-Emotional Classroom Observation checklist. iii. Improved PQA scores and child assessment data that show consistent increases in emotional and social skills. iv. Consistent implementation; providing time for CD trainers to prepare training.
<u>GOAL TWO</u> Target professional development	A. Ensure that staff set professional development goals in targeted areas.	i. Director will meet with each staff member individually to set professional development goals during annual evaluation process. ii. Individual professional development plans with review of previous years' progress; training and technical assistance plan. iii. Staff that are confident, innovative, and highly skilled in areas of interest. iv. Time for Director to meet with and mentor individuals.
	B. Increase staff knowledge and skill in mentoring other adults, including students, classroom assistants, and parents.	i. Partner with TTU faculty to provide training on guiding adults; management team will support teachers as they mentor adults. ii. Student evaluations, feedback from classroom assistants and parenting curriculum data. iii. Successful evaluations by staff and students and improved staff skills in guiding other adults. iv. Staff resistance to teaching other adults.



Program Goals and Objectives 2020-2021

GOAL THREE Support healthy families	A. Refine the TTUCEHS Family Assessment tool in order to collect data for program planning.	i. Meet with T/TA specialist and staff in order to assess the effectiveness of our current tool; analyze Family Assessment data three times each year in order to propose professional development needs, program changes, and parent engagement opportunities. ii. Family Assessment data, T/TA plan, family participation (in-kind data). iii. Improved family outcomes and increased family engagement; increased use of assessment tool with fidelity. iv. Using the Family Assessment tool to inform teaching and family support practices.
	B. Increase services in the at-risk community to develop trusting relationships with women early in their pregnancies.	i. Increase targeted recruiting efforts for at-risk population of pregnant women. ii. Waiting list, recruitment plan, enrollment, PIR data. iii. Increased numbers of pregnant mothers enrolled earlier in their pregnancy. iv. Locating community partners willing to share recruiting information.
	C. Focus on maternal depression and ensuring resources are available.	i. Meet with Health Advisory Committee for guidance related to maternal depression; train staff on screening and follow up; administer Edinburgh Maternal Depression scale over the course of the first year after pregnancy. ii. Edinburgh results, family service event data regarding referrals and resources offered, PIR. iii. Early recognition and support for women experiencing maternal depression. iv. Stigma regarding maternal depression that may prevent women from seeking services.
GOAL FOUR Improve fiscal efficiency	A. Analyze, plan, and manage finances in order to arrange for the purchase of our building by Texas Tech University.	i. Collaborate with community partners. ii. Scheduled meetings, MOUs, committed funding from partners or grants. iii. Purchase of building and secured annual upkeep expenses. iv. Funding, lack of business plan, locating community partners with funding.
	B. Move to a paperless system to improve the efficiency, accessibility, security, and cost effectiveness of our documentation, record keeping, and communications.	i. Continue staff training, determine technology needs, determining priority order of documents to be converted to an electronic format. ii. Completion and implementation of electronic forms. iii. Reduction in cost; increased efficiency, accessibility, and security of documentation recordkeeping, and communication. iv. Time for Child Plus administrators to create electronic forms.
GOAL FIVE Take leadership in community relationships	A. Collaborate with Early Childhood Intervention (ECI) to provide specialized services.	i. Engage in joint planning and implementation of new programs with ECI staff. ii. Participation records, number of opportunities offered. iii. Stronger relationship with ECI, additional recruiting opportunities. iv. Funding and space to provide new programs.
	B. Partner with Texas Department of State Health Services to become a Safe Riders distribution center.	i. Send teachers to Car Seat Technician training to become certified; submit application to TDSHS; plan and organize classes and events for family participation. ii. Data from Safe Riders program implementation. iii. All families participating in Safe Riders will have and use an appropriate car seat and will acquire knowledge on the importance of car seat safety. iv. Time to implement the program with fidelity, storage of car seats for distribution, family buy-in regarding the use of car seats.



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Board Chairperson

Dr. Ann Mastergeorge

Board Chairperson

Texas Tech University

3315 E. Broadway

Lubbock, TX, 79403-6127

From: Responsible HHS Official

Ms. Ann Linehan

Acting Director, Office of Head Start

Date *2-23-18*

From December 18-21, 2017, the Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review of the Texas Tech University, Early Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*. We would like to thank your governing body, policy council, parents, and staff for their engagement in the review process.

Based on the information gathered during this review, your Head Start program was found to have met the requirements of all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following recipients:

Ms. Kimberly Chalk, Regional Program Manager

Ms. Whitney Garnett, Policy Council Chairperson

Dr. Stephanie Shine, CEO/Executive Director

Ms. Denise Stovall, Early Head Director

STRUCTURE OF THE REPORT

This report provides grantees with an overview of program performance based on information collected during the Focus Area Two Monitoring Review. The report contains the following three sections: Overall Performance Summary; Program Infrastructure, Oversight, and Improvement; and Service Delivery. The report also contains a Glossary of Terms, which can be found on page 3 of this report.

Section I: Overall Performance Summary provides a consolidated view of the status of your program's performance across the four components of Program Infrastructure, Oversight and Improvement areas and the three Service Delivery areas. This section includes a Summary of Findings table, where applicable, to indicate any areas of concern, areas of noncompliance or deficiencies identified during the review.

Section II: Program Infrastructure, Oversight, and Improvement provides information on the effectiveness of your program's management systems, practices and infrastructure. This section of the report focuses on four areas of performance, described as follows:

1. **Program Management** includes an assessment of the program's overall management structure, its system of ongoing compliance oversight and continuous improvement, and its system for hiring, supervising, and developing qualified staff.
2. **Program Governance** includes assessment of the governing body and policy council's active involvement in fulfilling their respective roles and responsibilities and effective oversight of the program.
3. **Financial Management** describes outcomes of the assessment of the grantee's internal controls, financial management systems, fiscal capacity, and practices.
4. **Enrollment, Recruitment, Selection, Eligibility, and Attendance (ERSEA)** indicates program performance in tracking and using attendance data to assist families and staff in supporting and managing attendance issues, and in monitoring compliance with eligibility requirements.

Section III: Service Delivery provides information on your program's performance in delivering quality services to children and families within the following three areas:

1. **Early Education and Child Development Childhood Program Services** include outcomes of the assessment of your program's teaching practices and learning environments, services for children with disabilities and their families, and, where applicable, the delivery of home-based services.
2. **Health Program Services** focus on the assessment of health, mental health, oral health, and nutritional services for children and families, services provided to enrolled pregnant women (where applicable), and the health and safety of the grantee's environments.
3. **Family and Community Engagement Program Services** describe the assessment outcomes of your program's family engagement and support strategies, including the integration of family engagement into all services to support family well-being and promote school readiness.

Glossary of Terms	
Area of Concern	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more area of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

Grantee Information

Head Start Enrollment: N/A

Early Head Start Enrollment: 96

Number of Grants: 2

Early Head Start Director: Ms. Denise Stovall

Board Chairperson: Dr. Ann Mastergeorge

Policy Council Chairperson: Ms. Whitney Garnett

Program Specialist: Ms. Jennifer Cobbs

Fiscal Specialist: Ms. Bernadette Martinez



Lil' Precious Steps

Section I. Overall Performance Summary

The summary table provides an overview of your program's performance in each of the seven core areas of performance subsumed within Program Infrastructure, Oversight, and Improvement and the Service Delivery sections of the report. *Performance Status* is interpreted as follows:

- ✓ Your program has met all requirements assessed within this performance area.
- X Your program has an area of concern or an area of noncompliance in one or more requirements assessed within this performance area; your program has not met all requirements.
- II Your program has a deficiency in one or more requirements assessed within this area.

Program Performance: Program Infrastructure, Oversight, and Improvement	
Performance Area	Performance Status
Program Management	✓
Program Governance	✓
Financial Management	✓
ERSEA	✓
Program Performance: Service Delivery	
Performance Area	Performance Status
Education and Child Development Program Services	✓
Health Program Services	✓
Family and Community Engagement Program Services	✓

Section II: Program Infrastructure, Oversight, and Improvement

This section of the report provides information on your program's performance in four areas: (1) Program Management; (2) Program Governance; (3) Financial Management; and (4) ERSEA.

1. Program Management

This section describes your program's performance in providing management, ongoing monitoring, and continuous improvement to achieve program goals and ensure child safety and the delivery of high-quality program services. This section indicates your program's performance in each of the following areas: program management structure; ongoing oversight and continuous improvement; and staff hiring, supervision, and development.

Program Management Performance Summary

Performance Area	Performance Status
Program management structure	
Ongoing oversight and continuous program improvement	
Staff hiring, supervision, and development	

Performance Area Summary

Program management structure. The monitoring review found your program does maintain a program and human resource management structure that provides effective management of all program areas.



Ongoing oversight and continuous program improvement. The monitoring review found your program has implemented a system for collecting, using, and sharing data for ongoing monitoring and continuous program improvement.

Staff hiring, supervision, and development. The monitoring review found your program has implemented a systematic approach to staff hiring, supervision, training, support, and professional development that supports high-quality service delivery.

2. Program Governance

This section indicates your program's performance in each of the two *Program Governance* performance areas: governing body and policy council.

Program Governance Performance Summary

Performance Area	Performance Status
Governing body	
Policy council	

Performance Area Summary







Governing body. The monitoring review found your program's governing body uses data (e.g., ongoing monitoring, fiscal, school readiness, and other data such as audits, self-assessment, and monthly reports) and leverages its subject matter expertise to participate fully in the program oversight, planning, and monitoring, including annual approval of the operating budget and the safeguarding of funds.

Policy council. The monitoring review found your program's policy council uses data and leverages its knowledge of the community effectively for ongoing monitoring, continuous improvement, and program oversight, including involvement in budget planning, policies for reimbursement, and participation in policy council activities.

3. Financial Management

This section describes your program's performance in each of the seven performance areas listed under the *Financial Management* performance area.

Financial Management Performance Summary

Performance Area	Performance Status
Internal controls	
Financial management system	
Identifying and mitigating risk	
Adequacy of budgeted resources	
Budget management	
Automated accounting and record keeping system	
Delegate agency oversight	Not Applicable

Performance Area Summary

Internal controls. The monitoring review found your program has internal controls that provide effective oversight of all fiduciary areas of responsibility to ensure accomplishment of program objectives.

Financial management system. The monitoring review found your program has a financial management system and accounting and reporting practices that support ongoing fiscal operations, provide supporting documentation necessary to facilitate effective audits, enable the grantee to remain in compliance with laws, regulations, grant terms and conditions, and ensure payment of allowable program expenses promptly and within the appropriate budget period.

Identifying and mitigating risk. The monitoring review found your program has a process to identify risks and obtain cost-effective insurance for those identified risks, including a system for ensuring the protection of Federal interest in real property purchased with Federal funds.

Adequacy of budgeted resources. The monitoring review found your program has sufficient staffing and resources to promote continuity of care for all children enrolled, allow for sufficient time needed for staff to participate in training and professional development, allow for provision of the full range of services, and ensure that facilities, equipment, and materials remain safe.

Budget management. The monitoring review found your program has a management system that effectively monitors its budget for personnel, compensation, benefits, shared cost, non-Federal share, and indirect and administrative costs.

Automated accounting and record keeping system. The monitoring review found your program maintains an automated accounting and record keeping system adequate for effective oversight.

Delegate agency oversight. Not Applicable

4. ERSEA

The final performance area in Section I, ERSEA, focuses on your program's performance in eligibility and attendance.

ERSEA Performance Summary

Performance Area	Performance Status
Eligibility	✓
Attendance	✓

Performance Area Summary

Eligibility. The monitoring review found your program enrolls children who are categorically eligible or who fall within defined income-eligibility requirements based on Head Start requirements.

Attendance. The monitoring review found your program monitors and uses attendance data to support families in promoting individual child attendance and to inform program improvements where monthly attendance rates indicate systematic attendance issues.

Section III. Service Delivery

This section of the report provides the results of the assessment of your program's service delivery, including your program's: (1) Education and Child Development Program Services; (2) Health Program Services; and (3) Family and Community Engagement Program Services.

Each summary table includes information from Section II's Program Management and Financial Management assessment to provide a comprehensive summary of the assessment of your program's service delivery. The summary table includes information on how well your program is providing ongoing oversight and continuous improvement; hiring, supervising, and developing staff; and budgeting adequate resources within the respective education, health, and family and community engagement service areas.

1. Education and Child Development Program Services

This section describes your program's performance in delivering the following services: teaching practices and learning environments, services for children with disabilities, and home-based program services (where applicable).

Education and Child Development Services Performance Summary

Performance Area	Performance Status
Education and Child Development Service Delivery	
Teaching practices and learning environments	✓
Services for children with disabilities	✓
Home-based services	✓
Program Management*	
Ongoing oversight and continuous improvement of education and child development services	✓
Hiring, supervision, and development of education and child development staff	✓
Financial Management*	
Adequacy of resources for education and child development services	✓

* *Program and Financial Management* data is only presented in this summary table; no narrative text is provided in the sections that follow. See Section II for narrative description of grantee *Program Management* and *Financial Management* performance.

Performance Area Summary

Teaching practices and learning environments. The monitoring review found your program uses a developmentally appropriate research-based curriculum that aligns with the Head Start Early Learning Outcomes Framework and has implemented effective teaching practices and well-organized learning environments that promote progress in children's development and growth.

Services for children with disabilities. The monitoring review found your program fully engages children with disabilities in all aspects of the program, engages families of children with disabilities in their children's learning and development, and supports families in becoming advocates for services that meet their children's needs.










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Home-based services. The monitoring review found your home-based program provides home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences for their children.

2. Health Program Services

This section indicates your program's performance in delivering the following Health Program services: addressing health status and health needs; oral health and nutrition services; mental health services; services for pregnant women; and maintaining healthy and safe environments.

Health Program Services Performance Summary

Performance Area	Performance Status
Health Program Service Delivery	
Addressing health status and health needs	
Oral health and nutrition services	
Mental health services	
Services for pregnant women	Not Applicable
Healthy and safe environments	
Program Management*	
Ongoing oversight and continuous improvement of health program services	
Hiring, supervising, and developing health program service staff	
Financial Management*	
Adequacy of resources for health program services	

* *Program* and *Financial Management* data is only presented in this summary table; no narrative text is provided in the sections that follow. See Section II for narrative description of grantee *Program Management* and *Financial Management* performance.

Performance Area Summary

Addressing health status and health needs. The monitoring review found your program effectively collects, tracks, addresses, and shares information regarding each child's health status and health needs, including health, mental health, oral health, and nutritional needs.

Oral health and nutrition services. The monitoring review found your program has a system for maintaining and monitoring for effective oral health practices and providing nutrition services that meet the nutritional needs of and accommodate the feeding requirements of each child.

Mental health services. The monitoring review found your program effectively utilizes mental health consultation to support staff, including home visitors, in identifying and meeting children's mental health and social and emotional needs.

Services for pregnant women. Not Applicable

Healthy and safe environments. The monitoring review found your program has implemented a process for monitoring and maintaining healthy and safe environments.

3. Family and Community Engagement Program Services

This section indicates your program's performance in the following Family and Community Engagement Services: integrating family engagement into all systems and services; creating responsive program environments; and identifying family needs and making progress toward individual family outcomes.

Family and Community Engagement Services Performance Summary

Performance Area	Performance Status
Family and Community Engagement Service Delivery	
Integrating family engagement into all systems and services	✓
Creating responsive program environments	✓
Identifying family needs and making progress toward individual family outcomes	✓
Program Management*	
Ongoing oversight and continuous improvement of family and community engagement services	✓
Hiring, supervising, and developing family and community engagement staff	✓
Financial Management*	
Adequacy of resources for family and community engagement services	✓

* *Program and Financial Management* data is only presented in this summary table; no narrative text is provided in the sections that follow. See Section II for narrative description of grantee *Program Management* and *Financial Management* performance.

Performance Area Summary

Integrating family engagement into all systems and services. The monitoring review found your program integrates family engagement and support strategies into all systems and demonstrates progress in providing quality program services to support family well-being and promote school readiness.

During the monitoring review, staff shared that your program has a unique structure for Family and Community Education services. Because the Family and Community Engagement staff offices are located in the centers and the management structure, staff has better communication with families. Specifically, your program's staff shared that the structure of staff being onsite allows staff to engage parents in their child's learning, build trust, and facilitates effective two-way communication between teachers and families, stating that they always know what is going on with the families, so they can better understand the behavior of each child. It allows them to provide better services to the children. Staff also shared that parents feel more comfortable in the classroom due to the connections between teachers and parents. In addition, the Family and Community Engagement Supervisor shared that parents made notable progress in the family outcome area of Family Well-being and attributes it to their unique approach to working with families.

Creating responsive program environments. The monitoring review found your program creates welcoming, culturally, and linguistically responsive program environments.

Identifying family needs and making progress toward individual family outcomes. The monitoring review found your program collaborates with parents to identify strengths and needs and make progress toward individual family outcomes.

--- End of Report ---