



**Head Start Policy Council  
Bylaws**

## **Article I: Authority**

**Section One. Establishment.** Under provisions of Part 1301 of the Code of Federal Regulations, the Head Start Policy Council (HSPC) is established by the AISD Board of Trustees (the Board). The Board delegates to the Superintendent to designate an appropriate staff member to serve as the HSPC Coordinator (the Coordinator).

**Section Two. Limitations.** The HSPC reports to the Board, but any HSPC communications to the Board of Trustees must go through the Superintendent, via the Coordinator. The HSPC shall have no power to expend public funds, enter into contracts, or otherwise place obligation or liability upon the district.

**Section Three. Bylaws.** It shall be the responsibility of the Coordinator of District Advisory Bodies, in consultation with the Coordinator, to establish and amend the bylaws. The HSPC shall approve and observe the bylaws.

**Section Four. Sunset.** Under provisions of district policy BDF(Local), the HSPC shall be subject to a biennial sunset review process.

## **Article II: Charge and Responsibilities**

**Section One. Charge.** The HSPC shall provide direction to the district's Head Start program, including program design and operation, and long- and short-term planning goals and objectives, taking into account community needs.

**Section Two. Responsibilities.** The HSPC shall approve and submit to the Board decisions about each of the following, as outlined in the Head Start Act:

- 1) Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.
- 2) Program recruitment, selection, and enrollment priorities.
- 3) Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
- 4) Budget planning for program expenditures, including policies for reimbursement and participation in policy council activities.
- 5) Bylaws for the operation of the policy council.
- 6) Program personnel policies and decisions regarding the employment of program staff, consistent with Board policy, including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.
- 7) Developing procedures for how members of the policy council of the Head Start agency will be elected.
- 8) Recommendations on the selection of delegate agencies and the service areas for such agencies.

## Article III: Meetings

**Section One. Regular Meetings.** Shortly after the members of the HSPC have been elected, the Coordinator and Co-Chairs shall determine the regular meeting schedule for each school year. The regular meeting schedule shall be placed on the HSPC website. The regular meeting schedule may be revised as necessary by the Coordinator and Co-Chairs. If necessary, the Coordinator and Co-Chairs may cancel a regular meeting with good cause (i.e., inclement weather or other adverse conditions), and determine if the meeting should be rescheduled. Members shall be given the reason for meeting cancellations, and be given sufficient notice of cancelled or rescheduled meetings.

**Section Two. Subcommittees.** The Coordinator and Co-Chairs may establish subcommittees of the HSPC from time to time on any matter as deemed necessary or appropriate. Subcommittees may not constitute a quorum of the HSPC. The Coordinator and Co-Chairs shall determine whether subcommittee meetings are open to the public (if they are open to the public, meetings must be posted under provisions of Section Eight of this Article). The Coordinator and Co-Chairs may select a HSPC member to serve as the chair of a subcommittee. Unless otherwise directed by the Coordinator and Co-Chairs, subcommittees shall meet at the discretion of the subcommittees. Subcommittees are not required to have a regular meeting schedule. Subcommittees shall report findings or recommendations to the HSPC through the Coordinator. Unless otherwise directed by the Coordinator and Co-Chairs, subcommittees are not required to take minutes of meetings.

**Section Three. Open Meetings.** All regular meetings and other plenary meetings of the HSPC shall be open to the public, and the public shall have a reasonable opportunity to provide comment. The time given to speakers may be limited (see the district's Communications and Visitor Requirements).

**Section Four. Quorum.** For regular meetings of the HSPC, a quorum shall be a simple majority of the current membership (vacancies do not count toward a quorum). Meetings may still be held without a quorum for purposes of presentations or discussion. However, no actions or voting may take place without a quorum.

**Section Five. Attendance.** Member attendance shall be monitored by the Coordinator, who shall work with members to try and resolve any attendance problems. More than three unexcused absences within a one-year period may result in dismissal by the Coordinator. Excused absences include, but are not limited to, personal or family illness, emergency situations, jury or military duty, or mandatory employment duty. It shall be the responsibility of members to report excused absences to the Coordinator, and the Coordinator shall record excused absences. In cases of numerous excused absences or long-term absence, the Coordinator shall consider the factors in each individual case and determine whether continued service on the HSPC is practicable.

**Section Six. Virtual Attendance.** Members may virtually participate, including voting, in meetings through various means, to the extent they are readily available to the Coordinator.

**Section Seven. Decision-Making.** Members shall attempt to reach decisions by consensus. However, if a clear consensus cannot be obtained, decisions shall be reached by a majority vote. Proxy voting shall not be permitted.

**Section Eight. Agendas.** Agendas shall be prepared for all regular meetings and posted on the HSPC website and at the AISD central office at least 72 hours in advance of meetings. Agenda items shall

normally be determined by the Coordinator and Co-chairs. However, a majority of the HSPC may place an item on a future agenda.

**Section Nine. Minutes.** Minutes shall be kept for all regular meetings and other plenary meetings of the HSPC. Minutes may be kept for subcommittees at the direction of the Coordinator and Co-Chairs. Minutes are records of meeting highlights, and are not intended to provide a high level of detail. At a minimum, minutes shall include: attendance of members, staff, and visitors; the time the meeting was called to order and adjourned; the outcome of any votes or other actions; and a brief synopsis of the meeting proceedings. Minutes for regular meetings and other plenary meetings shall be approved by the HSPC and posted on the HSPC website.

#### **Article IV: Membership**

**Section One. Restrictions.** The following restrictions apply to the HSPC membership:

- *Parent* means a Head Start child's mother or father, other family member who is a primary caregiver, foster parent or authorized caregiver, guardian or the person with whom the child has been placed for purposes of adoption pending a final adoption decree.
- Community members may not be parents or employees of the district, and must be at least 18 years of age.
- Close relatives may not serve on the HSPC at the same time.

**Section Two. Membership Selection.** Parents of currently enrolled students in each Head Start classroom shall elect one parent delegate and one alternate to the HSPC. If there is not a parent from a given class elected to Policy Council, a representative at-large can be elected from another class at that campus. As close to the beginning of the school year as practicable, the Coordinator shall ensure that elections are held at each participating school. The Coordinator may consult with the Coordinator of District Advisory Bodies in establishing election criteria.

In addition to parent representatives, there shall be a minimum of one (1) representative from the community, and additional community representatives up to a maximum of 49 percent of the HSPC. A Community Representative is a member-at-large elected to the HSPC to represent the whole membership of the body rather than an individual classroom or campus and may be a past Head Start parent or other member of the community who supports the Head Start Program and has skills useful to the HSPC. A Community Representative must be approved by the HSPC before they can be seated.

**Section Three. Term of Service.** The term of service for a member shall be for one given school year. Members may serve as many as five total terms.

**Section Four. Mid-Term Vacancies.** If a member resigns or is dismissed, the Coordinator and Co-Chairs shall fill the position for the remainder of the term (an election is not required). If less than one-half of a school year remains in the term, the position may be left vacant at the discretion of the Coordinator and Co-Chairs.

**Section Five. Continued Operation.** Any vacated terms shall not cause the HSPC to discontinue its operations.

**Section Six. Conflict of Interest.** Conflicts of interest shall include, but are not necessarily limited to, the following:

- Having a pecuniary interest in any discussions or recommendations of the committee.
- Involvement in any litigation or procedural challenges against the district.

Any cases or possible cases of conflict of interest shall be referred to the Coordinator of District Advisory Bodies, who may consult with the General Counsel as necessary, for appropriate action. If a member is determined to have a conflict of interest, appropriate action may include:

- Required recusal from a particular agenda item or items.
- Required recusal from a particular meeting or meetings.
- Removal from the committee.

**Section Seven. Code of Conduct.** The district welcomes freedom of expression and debate. However, HSPC members shall conduct themselves, in meetings and at all other times, with courtesy and respect to fellow members, district parents and students, district staff and Trustees, and members of other district advisory committees. In meetings, members must be recognized by the Co-Chairs before speaking, and otherwise respect the order maintained by the Co-Chairs. Unless otherwise authorized by the HSPC, members shall not speak for the HSPC; and, unless otherwise authorized by the administration, members shall not speak for the district. Members, by their comments and/or actions, shall not reflect badly on the HSPC. Violation of this code of conduct may result in reprimand or dismissal by the Coordinator of District Advisory Bodies.

**Section Eight. Undue Advantage.** HSPC members shall not use their position to gain or attempt to gain an undue advantage for themselves or anyone else. Violation of this requirement may result in dismissal by the Coordinator of District Advisory Bodies. (As examples, it would be considered an undue advantage if a person included his or her membership in the HSPC in the reasoning for allowing a student transfer or for allowing a student entry into a particular program; however it would not be considered an undue advantage for a person to include HSPC membership on his or her resume.)

## **Article V: Co-Chairs and Secretary**

**Section One. Selection of Co-Chairs.** Shortly after the members of the HSPC have been elected, the members shall select two members to serve as Co-Chairs of the HSPC. At least one of the Co-Chairs must be a parent.

**Section Two. Term of Service.** The term of service for a Co-Chair shall be for one given school year. Co-Chairs may serve a total of two school years in that capacity.

**Section Three. Mid-Term Vacancies.** If a vacancy occurs after a Co-Chair's term has commenced, the members shall promptly select a new Co-Chair to serve out any remainder of the term.

**Section Four. Responsibilities.** The responsibilities of the Co-Chairs shall include:

- Consulting with the Coordinator in the development of HSPC agendas.
- Presiding at meetings of the HSPC (refer to the district's Information for Chairs of Committees). The Co-chairs shall ensure basic parliamentary procedure, and apply the district's Citizens Communications and Visitor Requirements.

- Representing the HSPC as necessary or appropriate.

**Section Five. Secretary.** For a given school year, the Coordinator and Co-Chairs shall select a member to serve as Secretary. The Secretary shall take notes during meetings and preparing formal meeting minutes, and provide them to the Coordinator in a timely manner.

#### **Article VI: Additional Administrative Support**

**Section One. Additional Support.** In addition to the responsibilities of the Coordinator described under other Articles of these bylaws, the Coordinator shall ensure an appropriate level of support for the HSPC, which shall include, but is not limited to:

- Securing adequate facility arrangements and support staff for meetings.
- Providing members with agendas and review materials as may be appropriate in advance of meetings.
- Serving as custodian of HSPC records, including the status of member terms.
- Ensuring that orientation and training information is provided to new HSPC members.
- Maintaining the HSPC website.
- Communicating as needed with the Coordinator of District Advisory Bodies.

#### **Article VII: Shared Governance Procedures**

**Section One. Mutual Communication.** Any formal action of the HSPC shall be communicated in a timely manner to the Board, through the Superintendent. Likewise, any formal action of the Board related to the district's Head Start program shall be communicated in a timely manner to the HSPC, through the Superintendent.

**Section Two. Impasse Procedures.** Any disagreement or dispute between the formal actions of the HSPC and those of the Board must also be part of mutual communication. If a disagreement or dispute cannot be resolved within a reasonable timeframe through mutual communication, the Coordinator of District Advisory Bodies shall be informed, who will in a timely manner convene an impasse resolution committee to consist of the HSPC Co-Chairs and Board President and Vice-President.

**Section Three. Arbitration.** If the impasse resolution committee cannot reach a mutually acceptable resolution, the involved parties must select a mutually agreeable third-party arbitrator, who shall reach a decision in a timely manner which shall be final.



**Consejo de Política de Head Start  
Estatutos**

## Artículo I: Autoridad

**Sección Uno. Establecimiento.** Según las disposiciones de la Parte 1301 del Código de Regulaciones Federales, Consejo de Política de Head Start (HSPC) es establecido por la Mesa Directiva de Fideicomisarios de AISD. La Mesa Directiva delega al Superintendente para designar a un miembro del personal apropiado para servir como Coordinador de HSPC (el Coordinador).

**Sección Dos. Limitaciones.** El HSPC informa a la Mesa Directiva, pero cualquier comunicación de HSPC a la Mesa Directiva de Fideicomisarios debe pasar por el Superintendente, a través del Coordinador. El HSPC no tendrá poder para gastar fondos públicos, entrar en contratos o imponer obligaciones o responsabilidades al distrito.

**Sección Tres. Estatutos.** Será responsabilidad del Coordinador del Consejo de Asesores del Distrito, en consulta con el Coordinador, establecer y modificar los estatutos. El HSPC aprobará y observará los estatutos.

**Sección Cuatro. Extinción.** Según las disposiciones de la política del distrito BDF (Local), el HSPC estará sujeto a un proceso de revisión por extinción bienal.

## Artículo II: Cargos y Responsabilidades

**Sección Uno. Carga.** El HSPC proporcionará dirección al programa Head Start del distrito, incluido el diseño y la operación del programa, y las metas y objetivos de planificación a largo y corto plazo, tomando en cuenta las necesidades de la comunidad.

**Sección Dos. Responsabilidades.** El HSPC aprobará y presentará a la Mesa Directiva decisiones sobre cada uno de los siguientes, como se describe en la Acta de Head Start:

- 1) Actividades para apoyar la participación activa de los padres en el apoyo a las operaciones del programa, incluidas las políticas para garantizar que la agencia Head Start responda a las necesidades de la comunidad y los padres.
- 2) Programa de reclutamiento, selección y prioridades de inscripción.
- 3) Solicitudes de financiamiento y enmiendas a las solicitudes de financiamiento para programas bajo este subcapítulo, antes de la presentación de las solicitudes descritas en esta cláusula.
- 4) Planificación del presupuesto para los gastos del programa, incluidas las políticas de reembolso y participación en las actividades del consejo de políticas.
- 5) Estatutos para el funcionamiento del consejo de políticas.
- 6) Las políticas y decisiones del personal del programa con respecto al empleo del personal del programa, de conformidad con la política de la Mesa Directiva, incluidas las normas de conducta para el personal del programa, contratistas y voluntarios y los criterios para el empleo y el despido del personal del programa.
- 7) Desarrollar procedimientos sobre cómo serán elegidos los miembros del consejo de políticas de la agencia Head Start.
- 8) Recomendaciones sobre la selección de agencias delegadas y las áreas de servicio para dichas agencias.



### Artículo III: Reuniones

**Sección Uno. Reuniones Regulares.** Poco después de que los miembros del HSPC hayan sido elegidos, el Coordinador y los Copresidentes determinarán el horario de reunión regular para cada año escolar. El horario de la reunión regular se colocará en el sitio web de HSPC. El Coordinador y los Copresidentes pueden revisar el horario regular de las reuniones según sea necesario. Si es necesario, el Coordinador y los Copresidentes pueden cancelar una reunión regular con una buena causa (Ej., mal tiempo u otras condiciones adversas) y determinar si la reunión debe reprogramarse. Se les dará a los miembros la razón de las cancelaciones de reuniones y se les dará suficiente aviso de reuniones canceladas o reprogramadas.

**Sección Dos. Subcomités.** El Coordinador y los Copresidentes pueden establecer subcomités del HSPC de vez en cuando sobre cualquier asunto que se considere necesario o apropiado. Los subcomités no pueden constituir un quórum del HSPC. El Coordinador y los Copresidentes determinarán si las reuniones del subcomité están abiertas al público (si están abiertas al público, las reuniones deben publicarse según las disposiciones de la Sección Ocho de este Artículo). El Coordinador y los Copresidentes pueden seleccionar un miembro de HSPC para que presida el cargo de un subcomité. A menos que el Coordinador y los Copresidentes indiquen lo contrario, los subcomités se reunirán a discreción de los subcomités. No se requiere que los subcomités tengan un horario regular de reuniones. Los subcomités deberán informar los resultados o recomendaciones al HSPC a través del Coordinador. A menos que el Coordinador y los Copresidentes indiquen lo contrario, los subcomités no están obligados a tomar actas de las reuniones.

**Sección Tres. Reunión Abierta.** Todas las reuniones regulares y otras reuniones plenarias del HSPC estarán abiertas al público, y el público tendrá una oportunidad razonable para hacer comentarios. El tiempo dado a los oradores puede ser limitado (consulte los Requisitos de Comunicación y Visitantes del distrito).

**Sección Cuatro. Quórum.** Para las reuniones regulares del HSPC, un quórum será una mayoría simple de la membresía actual (puestos vacantes no cuentan para un quórum). Las reuniones aún pueden celebrarse sin quórum para fines de presentaciones o discusión. Sin embargo, no se pueden realizar acciones ni votaciones sin quórum.

**Sección Cinco. Asistencia.** La asistencia de los miembros será monitoreada por el Coordinador, quien trabajará con los miembros para tratar de resolver cualquier problema de asistencia. Más de tres ausencias injustificadas dentro de un período de un año pueden resultar en el despido por el Coordinador. Las ausencias justificadas incluyen, entre otras, enfermedades personales o familiares, situaciones de emergencia, servicio de jurado o servicio militar, o servicio obligatorio de empleo. Será responsabilidad de los miembros informar las ausencias justificadas al Coordinador, y el Coordinador deberá registrar las ausencias justificadas. En casos de numerosas ausencias justificadas o ausencias a largo plazo, el Coordinador considerará los factores en cada caso individual y determinará si es posible continuar el servicio en el HSPC.

**Sección Seis. Asistencia Virtual.** Los miembros pueden participar virtualmente, incluida la votación, en reuniones a través de diversos medios, en la medida en que estén fácilmente disponibles para el Coordinador.

**Sección Siete. Proceso Decisorio.** Los miembros deberán intentar tomar decisiones por consenso. Sin embargo, si no se puede obtener un consenso claro, las decisiones se tomarán por mayoría de votos. No se permitirá el voto por poder.

**Sección Ocho. Agendas.** Las agendas se prepararán para todas las reuniones regulares y se publicarán en el sitio web de HSPC y en la oficina central de AISD al menos 72 horas antes de las reuniones. Los puntos del orden del día normalmente serán determinados por el Coordinador y los Copresidentes. Sin embargo, una mayoría de HSPC puede colocar un punto en una agenda en el futuro.

**Sección Nueve. Actas.** Las actas se guardarán para todas las reuniones ordinarias y otras reuniones plenarias del HSPC. Se pueden guardar minutos para los subcomités bajo la dirección del Coordinador y los Copresidentes. Las actas son registros de los momentos destacados de la reunión y no tienen la intención de proporcionar un alto nivel de detalle. Como mínimo, los minutos incluirán: asistencia de miembros, personal y visitantes; el momento en que se convocó la reunión y se levantó la sesión; el resultado de cualquier voto u otras acciones; y una breve sinopsis de los procedimientos de la reunión. Las actas de las reuniones ordinarias y otras reuniones plenarias serán aprobadas por el HSPC y publicadas en el sitio web del HSPC.

#### **Artículo IV: Membresía**

**Sección Uno. Restricciones.** Las siguientes restricciones se aplican a la membresía HSPC:

- *Padre* significa la madre o el padre de un niño de Head Start, otro miembro de la familia que es el cuidador principal, el padre de crianza temporal o el cuidador autorizado, el tutor o la persona con quien el niño ha sido colocado para fines de adopción en espera de un decreto de adopción final.
- Los miembros de la comunidad no pueden ser padres o empleados del distrito y deben tener al menos 18 años de edad.
- Familiares cercanos no pueden servir en el HSPC al mismo tiempo.

**Sección Dos. Selección de Membresía.** Los padres de los estudiantes actualmente matriculados en cada salón de Head Start elegirán un delegado de padres y un suplente para el HSPC. Si no hay un padre de una clase determinada elegido para el Consejo de Políticas, un representante en general puede ser elegido de otra clase en ese campus. Tan cerca del inicio del año escolar como sea posible, el Coordinador se asegurará de que se realicen elecciones en cada escuela participante. El Coordinador puede consultar con el Coordinador del Consejo de Asesores del Distrito para establecer los criterios de elección.

En adición de los representantes de los padres, habrá un mínimo de un (1) representante de la comunidad y representantes adicionales de la comunidad hasta un máximo del 49 por ciento de la HSPC. Un representante de la comunidad es un miembro en general elegido para HSPC para representar a todos los miembros del cuerpo en lugar de un aula individual o campus y puede ser un padre anterior de Head Start u otro miembro de la comunidad que apoya el programa Head Start y tiene habilidades útiles para el HSPC. Un representante de la comunidad debe ser aprobado por el HSPC antes de tomar asiento.

**Sección Tres. Terminación de Servicio.** El término de servicio para un miembro será por un año escolar determinado. Los miembros pueden servir hasta cinco términos en total.

**Sección Cuatro. Puesto Vacante de Medio-Plazo.** Si un miembro renuncia o es despedido, el Coordinador y los Copresidentes ocuparán el cargo por el resto del período (no se requiere una elección). Si queda menos de la mitad de un año escolar en el período, el puesto puede quedar vacante a discreción del Coordinador y los Copresidentes.

**Sección Cinco. Operación Continua.** Los puestos vacantes no harán que el HSPC interrumpa sus operaciones.

**Sección Seis. Conflicto de Interés.** Los conflictos de intereses incluirán, entre otros, los siguientes:

- Tener un interés material en cualquier discusión o recomendación del comité.
- Participación en cualquier litigio o desafío procesal contra el distrito.

Cualquier caso o posible caso de conflicto de intereses se remitirá al Coordinador de los Asesores del Distrito, quien puede consultar con el Asesor Jurídico General según sea necesario, para tomar las medidas apropiadas. Si se determina que un miembro tiene un conflicto de intereses, la acción apropiada puede incluir:

- Recusación requerida de un punto o puntos particulares de la agenda.
- Recusación requerida de una reunión o reuniones en particular.
- Remoción del comité.

**Sección Siete. Código de Conducta.** El distrito celebra la libertad de expresión y debate. Sin embargo, los miembros de HSPC se comportarán, en reuniones y en cualquier otro momento, con cortesía y respeto a los demás miembros, padres y estudiantes del distrito, personal y fideicomisarios del distrito, y miembros de otros comités asesores del distrito. En las reuniones, los miembros deben ser reconocidos por los Copresidentes antes de hablar y, de lo contrario, respetar el orden mantenido por los Copresidentes. A menos que el HSPC autorice lo contrario, los miembros no hablarán por el HSPC; y, a menos que la administración autorice lo contrario, los miembros no hablarán de parte del distrito. Los miembros, por sus comentarios y / o acciones, no se reflejarán de mala voluntad en el HSPC. La violación de este código de conducta puede resultar en una reprimenda o destitución por parte del Coordinador de los Asesores del Distrito.

**Sección Ocho. Ventaja Indevida.** Los miembros de HSPC no utilizarán su posición para ganar o intentar obtener una ventaja indebida para ellos mismos o para cualquier otra persona. La violación de este requisito puede resultar en el despido por parte del Coordinador de los Asesores del Distrito. (Como ejemplos, se consideraría una ventaja indebida si una persona incluyera su membresía en el HSPC en el razonamiento para permitir la transferencia de un estudiante o para permitir que un estudiante ingrese a un programa en particular; sin embargo, no se consideraría una ventaja indebida para que una persona incluya la membresía HSPC en su currículum.)

## **Artículo V: Copresidentes y Secretario**

**Sección Uno. Selección de Copresidentes.** Poco después de que los miembros del HSPC hayan sido elegidos, los miembros seleccionarán dos miembros para que sirvan como Copresidentes del HSPC. Al menos uno de los Copresidentes debe ser un padre.

**Sección Dos. Terminos de Servicio.** El término de servicio para un Copresidente será por un año escolar determinado. Los copresidentes pueden servir un total de dos años escolares en esa capacidad.

**Sección Tres. Puesto Vacante de Medio-Plazo.** Si se produce un puesto vacante después de que ha comenzado el período de un Copresidente, los miembros seleccionarán de inmediato a un nuevo Copresidente para cumplir con el resto del término.

**Sección Cuatro. Responsabilidades.** Las responsabilidades de los Copresidentes incluirán:

- Consulta con el Coordinador en el desarrollo de agendas HSPC.
- Presidir las reuniones del HSPC (consulte la Información del distrito para los presidentes de los comités). Los copresidentes garantizarán el procedimiento parlamentario básico y aplicarán los requisitos de comunicación y visitas de los ciudadanos del distrito.
- Representar el HSPC según sea necesario o apropiado.

**Sección Cinco. Secretario.** Para un año escolar determinado, el Coordinador y los Copresidentes seleccionarán a un miembro para servir como Secretario. El Secretario tomará notas durante las reuniones y la preparación de las actas formales de la reunión, y se las entregará al Coordinador de manera oportuna.

## **Artículo VI: Apoyo Administrativo Adicional**

**Sección Uno. Apoyo Adicional.** Además de las responsabilidades del Coordinador descritas en otros Artículos de estos estatutos, el Coordinador garantizará un nivel adecuado de apoyo para el HSPC, que incluirá, entre otros:

- Asegurar arreglos de instalaciones adecuados y personal de apoyo para las reuniones.
- Proporcionar a los miembros agendas y materiales de revisión según corresponda antes de las reuniones.
- Servir como custodio de los registros de HSPC, incluido el estado de los términos de los miembros.
- Asegurar que se brinde información de orientación y capacitación a los nuevos miembros de HSPC.
- Mantener el sitio web de HSPC.
- Comunicarse según sea necesario con el Coordinador de los Asesores del Distrito.

## **Artículo VII: Procedimientos de Gobernanza Compartida**

**Sección Uno. Comunicación Mutua.** Cualquier acción formal de HSPC se comunicará de manera oportuna a la Mesa, a través del Superintendente. Del mismo modo, cualquier acción formal de la Mesa Directiva relacionada con el programa Head Start del distrito se comunicará de manera oportuna al HSPC, a través del Superintendente.

**Sección Dos. Procedimientos de Impasse.** Cualquier desacuerdo o disputa entre las acciones formales del HSPC y las de la Mesa Directiva también debe ser parte de la comunicación mutua. Si un desacuerdo o disputa no puede resolverse dentro de un plazo razonable a través de la comunicación mutua, se informará al Coordinador de los Asesores del Distrito, quien convocará oportunamente un comité de resolución de impasse compuesto por los Copresidentes de HSPC y el Presidente y Vicepresidente de la Mesa Directiva-Presidente.

**Sección Tres. Arbitraje.** Si el comité de resolución de impasse no puede llegar a una resolución mutuamente aceptable, las partes involucradas deben seleccionar un tercero árbitro mutuamente aceptable, que tomará una decisión de manera oportuna que será definitiva.

## Information for Chairs of District Advisory Committees

### **Effective Leadership**

- The chair or co-chairs must ensure that meetings are orderly.
- Become familiar with basic parliamentary procedure (see separate section below), the committee's bylaws or charter, and the district's Communications and Visitors Guidelines ([https://www.austinsd.org/sites/default/files/dept/advisory-bodies/docs/Communications-Visitor-Guidelines\\_20180122.pdf](https://www.austinsd.org/sites/default/files/dept/advisory-bodies/docs/Communications-Visitor-Guidelines_20180122.pdf)), and ensure that all of these are followed.
- Establish an expectation for timeliness – consistently start and end meetings on time.
- Monitor the amount of time given to each agenda item, or appoint a timekeeper.
- Prior to discussion, inform members that the time given to them to speak may be limited to allow others an opportunity to speak.
- If the time being spent on an item becomes overly long and you need to move on in the agenda, inform members that discussion will need to conclude and you will only be able to take a few more comments.
- Do not allow discussion of items not posted on the meeting agenda (see separate section below).
- If a member departs from the agenda, makes comments not related to the subject at hand, interrupts another speaker, or becomes abusive, rule the member out of order.
- The presiding officer must treat ex officio members and staff members who may be present with the same expectations for order.
- If there are co-chairs (which is often the case), assign one co-chair to preside over each item on the agenda – this prevents any confusion over which co-chair recognizes a member to speak or which co-chair may need to make other efforts to keep order – it also allows the non-presiding co-chair to more freely participate in the discussion without undermining the impartiality and objectivity a presiding co-chair should demonstrate.
- The chair or co-chairs are certainly allowed to vote and take part in discussions, but as indicated in the above point, the person presiding should be primarily ensuring order and facilitating equal opportunities for members to speak, and should strive to demonstrate impartiality and objectivity – but this is not to say that the person presiding can never express an opinion, so long as that opinion is not presented with any impression of carrying more weight than any other member's opinion.

### **Basic Parliamentary Procedure**

- "Robert's Rules of Order" is a widely accepted reference for parliamentary procedure, but this is a very large set of rules and only a few basic rules should be necessary for district advisory committees.
- The preferred method of decision-making for district advisory bodies is consensus approval – the presiding officer simply asks if anyone objects to approving something or moving forward with something – if there is no objection, then consensus is reached, but if any member objects, then a majority vote is necessary.
- But before there is a vote, a member must make a motion, and the motion must be seconded by another member (this does not necessarily indicate agreement with the motion, only that the motion warrants consideration).
- After the motion is seconded, the presiding officer asks if there is any discussion – the presiding officer recognizes members who wish to speak.
- If there is no discussion, or after discussion concludes, then the presiding officer will call for a vote.

- If a member feels that discussion is going on too long or is not necessary, a motion may be made to “call the question,” or to end the discussion immediately and take a vote – for this particular motion, a 2/3 vote is required rather than a majority.
- A member may move to amend a motion that is already on the floor – amendments may be in the form of changing the existing motion or making a substitute motion.
- Once seconded, an amended motion is also subject to discussion and vote – voting is in inverse order, such that amended motions are voted on first, then the original motion.
- A member may move to “table” discussion, to either consider the matter later in the meeting or at a later date (usually to move on to other items on the agenda).
- A member may move to “postpone indefinitely” the discussion, which means the matter cannot be reintroduced at that meeting, but may be taken up at a later date (this is often done in hopes of killing a motion).
- If a motion has several parts, a member may move to divide the motion to vote differently on the parts.
- If a member feels that something is not germane to the matter at hand or that something is being done incorrectly, a “point of order” may be raised to be addressed by the presiding officer.

### ***Meeting Agendas***

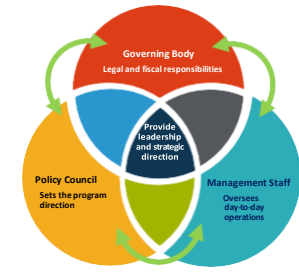
- Agenda headers must include the name of the committee, meeting date, meeting location, and start time. Somewhere on the agenda should be contact information, should people have any questions.
- Agendas serve to inform the public of exactly what will be covered at a meeting. Therefore, agendas must not contain any generic items, such as “Old Business,” “New Business,” or “Items from Members” unless there are bullets under these items or footnotes to explain what will be covered. There are no “open forums” at a meeting – only items specified on the agenda may be discussed.
- For committees with co-chairs, each item on the agenda should have a specific co-chair designated as the presiding co-chair.
- Agendas must be posted at least 72 hours in advance of a meeting (which may include weekends and holidays). If an agenda is posted prior to 72 hours, the agenda can be revised and reposted. But after 72 hours, a posted agenda cannot be revised.
- Paper agendas must be posted in a place that can be viewed by the public at all hours. The district headquarters has a designated place for postings. For a campus, this would usually be on a glass-paneled main door, facing out. In addition to the mandatory paper posting, agendas for district-level committees must also be placed on their websites. For Campus Advisory Councils, online postings are encouraged.

### ***Meeting Minutes***

- Minutes must be prepared for all regular meetings.
- Minutes must include the start and adjourn times, and date and location of the meeting.
- Minutes must also include a record of attendance, for members as well as visitors.
- Minutes do not have to be an exhaustive account of a meeting. Minutes are intended to provide a summary of the proceedings. But any votes or formal actions of the committee must be included in the minutes.
- Minutes must be approved by a majority of the committee. For district-level committees with executive committees, approval of minutes can be delegated to the executive committees.

## Head Start Leadership and Governance





## Head Start Leadership and Governance Key Activities

| Activity                               | Management Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Policy Council/Committee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Governing Body/<br>Tribal Council                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Bylaws</b>               | <ul style="list-style-type: none"> <li>Draft GB and PC bylaws and amendments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Submit to GB decisions regarding PC bylaws</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Adopt bylaws and amendments for GB and PC</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Policies and Procedures</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Developing Governance Structure</b> | <ul style="list-style-type: none"> <li>Draft policies and procedures for consideration by PC and GB/TC,</li> <li>Oversee the implementation of approved policies and procedures</li> <li>Provide training to GB and PC</li> <li>Focus on continuous quality improvement</li> <li>Oversee management and protection of program data</li> <li>Maintain automated accounting and recordkeeping system</li> <li>Monitor goals, objectives, and regulatory compliance</li> <li>Establish and manage parent committees to:               <ul style="list-style-type: none"> <li>Advise staff on parent engagement activities</li> <li>Communicate with Policy Council/Committee</li> <li>Participate in the recruitment and screening of HS employees</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Approve and submit to the GB decisions regarding:               <ul style="list-style-type: none"> <li>Activities to actively involve parents and ensure responsive services</li> <li>Recruitment, selection, and enrollment priorities</li> <li>Funding applications and amendments</li> <li>Budget planning, including policies supporting Policy Council activities</li> <li>Policy Council bylaws and election procedures</li> <li>Head Start program personnel policies and decisions, including criteria for employment and dismissal of program staff</li> <li>Recommendations on delegates/service areas</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Select delegate agencies and service areas</li> <li>Establish procedures/criteria for recruitment, selection, and enrollment</li> <li>Review results and follow-up from federal monitoring</li> <li>Review and approve:               <ul style="list-style-type: none"> <li>Funding applications and amendments</li> <li>Major policies and procedures, including self-assessment and financial audit</li> <li>Progress on implementing the Head Start grant, including corrective actions</li> <li>Personnel policies regarding the hiring, evaluation, termination, and compensation of agency employees including the Head Start director and management team</li> <li>Financial management, accounting, and reporting policies</li> <li>Major expenditures and operating budget</li> <li>Selection of auditor and actions to correct audit findings</li> </ul> </li> <li>Adopt:               <ul style="list-style-type: none"> <li>Procedures for accessing/collecting information</li> <li>Standards of conduct, including conflicts of interest and complaints</li> <li>Procedures for selecting PC</li> <li>Procedures for utilizing advisory committees</li> </ul> </li> </ul> |





| Activity                                                   | Management Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Policy Council/Committee                                                                                                                                                                                                                                                                                                                                                           | Governing Body/<br>Tribal Council                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Providing Leadership and Strategic Direction</b></p> | <ul style="list-style-type: none"> <li>• Outline planning process and protocols for planning committee, including staffing considerations</li> <li>• Review key reports and recommend program and school readiness plans</li> <li>• Prepare draft goals and objectives</li> <li>• Use program plans to support reporting, ongoing monitoring and self-assessment</li> <li>• Outline required adjustments to goals and objectives</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>• Work with staff to select planning committee with focus on parent engagement</li> <li>• Review recommendations for planning committee</li> <li>• Approve goals and objectives</li> <li>• Respond to progress reports</li> <li>• Use data for ongoing oversight and correction</li> <li>• Approve adjusted goals and objectives</li> </ul> | <ul style="list-style-type: none"> <li>• Work with management staff to select planning committee, including GB representation</li> <li>• Review recommendations for planning committee</li> <li>• Ratify goals and objectives</li> <li>• Respond to progress reports</li> <li>• Use data for ongoing oversight and correction</li> <li>• Ratify adjusted goals and objectives</li> </ul> |
| <p><b>Monitoring Program Performance</b></p>               | <ul style="list-style-type: none"> <li>• Generate reports to monitor compliance and goal attainment that include:               <ul style="list-style-type: none"> <li>• HHS secretary communication</li> <li>• Financial statements</li> <li>• Program information summaries</li> <li>• Ongoing monitoring results</li> <li>• Data on school readiness</li> <li>• Enrollment</li> <li>• USDA nutrition reports</li> <li>• Financial audit</li> <li>• Self-assessment</li> <li>• Community assessment</li> <li>• PIR</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Review related reports</li> <li>• Use data for ongoing oversight, correction, and self-assessment</li> </ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Review related reports</li> <li>• Use data for ongoing oversight, correction, and self-assessment</li> </ul>                                                                                                                                                                                                                                    |

Flow of reports



| Activity                         | Management Team                                                                                                                         | Policy Council/Committee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Governing Body/<br>Tribal Council |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <p><b>Ensuring Consensus</b></p> | <ul style="list-style-type: none"> <li>Develop procedures with GB and PC and facilitate selection of mediator and arbitrator</li> </ul> | <ul style="list-style-type: none"> <li>Jointly establish written procedures for resolving internal disputes between GB and PC in a timely manner that include impasse procedures. These procedures:               <ol style="list-style-type: none"> <li>Demonstrate that the GB considers proposed decisions from the PC and vice versa</li> <li>Require the GB and the PC to notify the other in writing why it does not accept a decision</li> <li>Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal</li> </ol> </li> <li>If the agency's decision-making process does not result in a resolution and an impasse continues, GB and PC must select a mutually agreeable third-party mediator and participate in a formal process of mediation that leads to a resolution of the dispute.</li> <li>If no resolution is reached with a mediator, GB and PC must select a mutually agreeable arbitrator whose decision is final (this does not apply to AIAN programs).</li> </ul> |                                   |



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



NATIONAL CENTER ON  
Program Management and Fiscal Operations

[pmfo@ecetta.info](mailto:pmfo@ecetta.info) • <https://eclkc.ohs.acf.hhs.gov/ncpmfo> • Tel: 888 874-5469

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Additional Board Update Information: Head Start PK3 Grant

Report for September 2021 to ensure the sharing of accurate and regular information about program planning, policies, and agency operations.

**Project Name:** Head Start – Travis County, Texas

**Grant Period:** 7/1/2019 – 4/30/2024

**Award Amount:** 5/1/2021-4/30/2022: \$1,658,881 for Operations, \$21,383 for T/TA

**Supplemental Award Amount:**

COVID-19 Funds: 5/1/2020-4/30/21 - \$179,277

COVID/American Rescue Plan: 4/1/21 - 3/31/23 - \$305,484

**Financial Expenditures:**

|                                                               |          |
|---------------------------------------------------------------|----------|
| <b>Head Start Federal Grant Funds</b>                         |          |
| <i>July 2021</i> - Supplies and Materials for Classrooms      | \$3,332  |
| <i>August 2021</i> - Supplies and Materials for Classrooms    | \$12,632 |
| <i>September 2021</i> - Supplies and Materials for Classrooms | \$21,920 |
| Total Expenditures to date (10/7/21)                          | \$37,884 |
| <b>Head Start Federal Grant Funds: COVID-19 Funds</b>         |          |
| <i>July 2021</i> - Supplies and Materials for Classrooms      | \$8,751  |
| <i>August 2021</i> - Supplies and Materials for Classrooms    | \$6,212  |
| <i>September 2021</i> - Supplies and Materials for Classrooms | \$4,488  |
| Total Expenditures to date (10/7/21)                          | \$19,451 |

A report of salary and benefit expenses can be provided by the finance department upon request.

**Enrollment:**

As of October 8, 2021, 203 families are eligible and are enrolled in the Head Start program for the 2021-2022 school year. All eligible families completed a digital AISD PK3 screener, the AISD PK3 online enrollment and a digital Head Start enrollment application along with a transfer (as needed). Our enrollment capacity is 204. Open enrollment for the 2021-2022 school year was launched in January 2021 with an enrollment kick-off meeting. The Family Advocates modified all recruitment and selection strategies due to the pandemic to ensure children and families in most need are given priority. Recruitment efforts for the 2021-2022 school year included: sharing Head Start information via email, text, agency websites, social media, and hand-delivering flyers by placing them on

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storefronts and car windows. In addition, yard signs are being placed around the community. All communication and interviews are conducted with families via phone/video calls, or meeting them at the schools while using all preventative measures to ensure no contact is made. Family Advocates continue to support their assigned campuses daily.

**Program information summaries:**

Vaccine Mandate for all Head Start Staff

On September 9th 2021, President Joe Biden held a press conference announcing several vaccine mandates as we continue to navigate the ongoing COVID-19 pandemic. One of those vaccine mandates impacts all Head Start staff. All Head Start staff will be required to be vaccinated by January 2022. This new requirement has been shared with the AISD Human Capital department and they are working to determine what this means for AISD staff moving forward. Guidance from the Office of Head Start is also forthcoming and will be shared with Human Capital as soon as it arrives.

**Parent Family Engagement:**

Providing engaging and fun parent engagement opportunities for enrolled Head Start families is an important aspect of the program. At the beginning of the school year we spent time gathering the opinions of our enrolled families to ensure that we offer the types of family engagement events that interest them. For our September family engagement we hosted the first of six “Super Families” lessons. Super Families is our hands-on parenting curriculum lessons that teach families exciting new ways to engage with their children at home. This first lesson focused on quality time and ensuring that families are focusing on engaging their child in ways that the child finds fun. Families were given supplies to participate in this lesson and learned how to use those tools with their students at home. For this first Super Families lesson, we had 49 parents participate on zoom. The meeting was recorded to share with all families who were unable to participate live.

Secondly, this month we hosted our first community partnership meeting. Foundation Communities joined us to discuss tools and tips for hiding fruits and vegetables in foods to get students to eat a more nutritious meal. Participants were able to ask questions and share tips with each other about how they get their picky eaters to eat a more balanced diet. We had 30 families participate in Spanish and 10 parents participate in English. In addition, a representative from Texas A&M AgriLife Extension joined the meeting to promote a six lesson nutrition course that we will be starting soon. These additional lessons will be based on the interest of the families. Families were given the opportunity to vote on ten different health topics that they were most interested in. The data from this poll will be used to plan and facilitate these on-going health education opportunities. All families who were unable to join the nutrition class will be given the link to watch the recording.

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**Education:**

During the month of September, the Education Specialist developed professional development in Curriculum Planning. Teaching staff had the opportunity to plan for the upcoming units in the Creative Curriculum and share ideas. Professional learning this month also included a session on transitions, routines, and schedules. Teachers now have a step by step plan for making transitions more efficient and embedded with learning. Next month the focus will be on classroom learning environments.

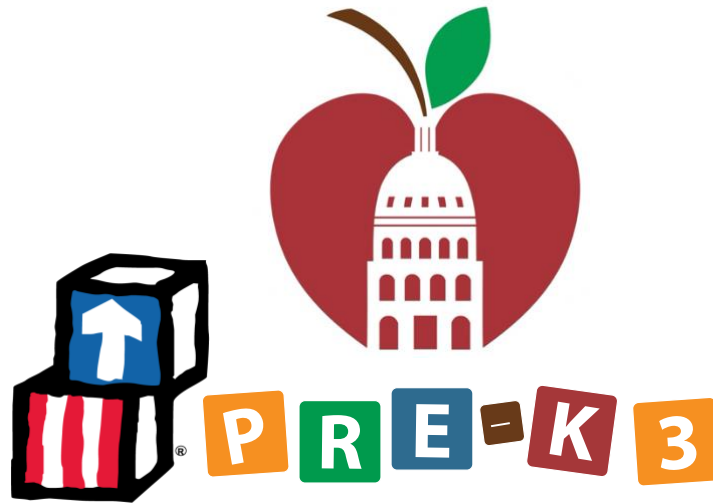
**Behavior and Disabilities:**

This month we are targeting social and emotional learning by collaborating with classroom teachers on “school family” routines as part of our Conscious Discipline instruction. Teachers will be provided with materials, visuals, sample routines, and modeling from our behavior coach. We will video teachers in action, take data on student progress, and share with Head Start staff during our Spring staff development on Conscious Discipline. The idea is for teachers to experience Conscious Discipline through the lens of peers and collaborate with one another to create consistency across the district. Research has shown the routines of Conscious Discipline help students establish healthy relationships with peers and adults, leading to improved social, emotional and academic outcomes.

**Communication & Guidance from the Secretary of DHHS and Office of Head Start:**

September 2021 - [All Communications](#)

- [9.9.21](#) - Vaccinating Head Start Staff- A Letter from the Director
- [9.27.21](#) - ACF-IM-HS-21-05 Supporting the Wellness of All Staff in the Head Start Workforce
- [9.30.21](#) - Save the Date! 2022 Disability Services Coordinator Institute.pdf



2020-2021 Annual Report  
Austin Independent School District  
Head Start

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## Letter from the Director:

The 2020-2021 school year brought our earliest learners a year like no other. We begin by starting later than normal in a completely virtual environment and by October of 2020 we welcomed some students back to campus while others remained virtual learners. We gradually increased the number of learners on campus and by February we thought we were on the way back to normal with COVID-19 health and safety plans in place, when a winter storm like no other arrived in Central Texas. While school was closed for a week, we saw neighbors supporting neighbors and the community banding together in support during our time of need. While we may have had another eventful year that may not have gone the way we planned, we are excited to share all of the amazing work our teachers, staff and students engaged in during the 2020-2021 school year.

Austin Independent School District Head Start PK3 programs prepare children with the skills they need to have a successful transition into PK4 and beyond. We achieve this goal with the support of staff, families and the communities we serve. We have a big job to do and strive to provide the best possible outcome for children and their families. Our teaching staff work diligently to ensure high-quality learning experiences for all children, while our family advocates work to connect and support families with community resources and our Head Start management team works to provide additional supports to families, staff and schools.

Please take the time to learn about the great work that the Austin Independent School District Head Start PK3 staff are doing for children and families. You may access this annual report and other information including information on Head Start enrollment at [www.austinisd.org/early-childhood/head-start](http://www.austinisd.org/early-childhood/head-start).

Thank you,



Ashlee Johnson  
AISD Head Start Administrator

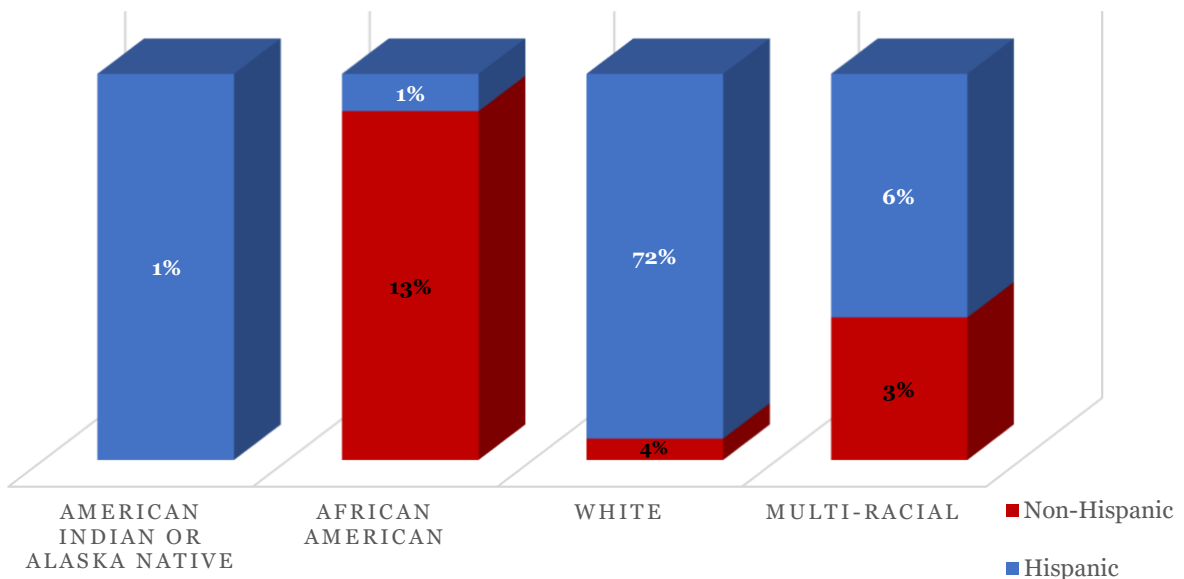


## Program Information

Austin Independent School District Head Start (AISD HS) provides comprehensive, high-quality early childhood services to low income families residing in Travis County, Texas within the Austin Metropolitan area. In a review of our community needs assessment it was noted that Austin is one of the most economically and racially segregated large cities in the country and the need for full-day services for 3-year-old students was present in the area. The “eastern crescent” of Austin has both the highest concentrations of African-American and Hispanic residents and people living in poverty, while the highest concentrations of White residents and higher-income people live on the west side. This segregation is reflected in the enrollment patterns of AISD schools. The Head Start slots for AISD are placed at schools in this eastern crescent, where the highest need continues to exist. The Austin Independent School District Head Start program has the capacity to serve 204 children in 12 classrooms on 8 public school sites. All programs are housed inside of AISD school campuses operating 5 days a week following a typical school schedule of 8am-3pm with some minor time adjustments at each individual campus. The AISD HS program staff at the school level consists of one teacher and one teaching assistant in each classroom as well as a lunch monitor to maintain ratio and provide staff with breaks. Each classroom has the ability to enroll up to 17 children, all who turned 3 on or before September 1st of the current school year. Services provided by AISD HS are designed to promote the educational, social, nutritional and emotional development of children while providing family support services to their family.

## Families and Students

Ethnicity Of Enrolled Families



English Language Learners  
**66% of enrolled students**

Average Daily Attendance (ADA)  
**95%**

Total number of students and families who received services\*  
**215**

\*for 30 days or longer

## Family Engagement

AISD Head Start offers a variety of opportunities for parents to be engaged in their child's learning and educational experience. Our goal is to ensure that the whole family is supported to maintain long-lasting and positive outcomes for all enrolled families. Each enrolled family has access to individualized family support services, access to mental health services and the support of a dedicated Family Advocate. Enrolled families were given the opportunity to complete a needs assessment with their Family Advocate to assist with identifying family strengths and determining family needs. Once the needs assessment was completed the Family Advocate and the family worked to establish individualized family goals. Families were also given the opportunities to attend parent-teacher conferences, home visits, monthly family meetings, parent-child activities, and resource meetings with various community partners. In addition to the events listed, Family Advocates facilitated parenting sessions using The Center on the Social and Emotional Foundations for Early Learning: Positive Solutions for Families curriculum to promote school readiness and parent engagement including topics such as positive guidance, building relationships, and managing challenging behaviors. Families were also encouraged to participate in activities offered by the school Parent Support Specialist (PSS) who support the entire school community and work in collaboration with the Family Advocate assigned to each school site.

## Education

AISD Head Start uses the Creative Curriculum for Preschool which aligns to the TX Prekindergarten guidelines and the Head Start Early Learning Outcomes Frameworks. Teaching staff use the curriculum and related guidelines to create developmentally appropriate learning environments and experiences for students to build skills and meet our established school readiness goals:

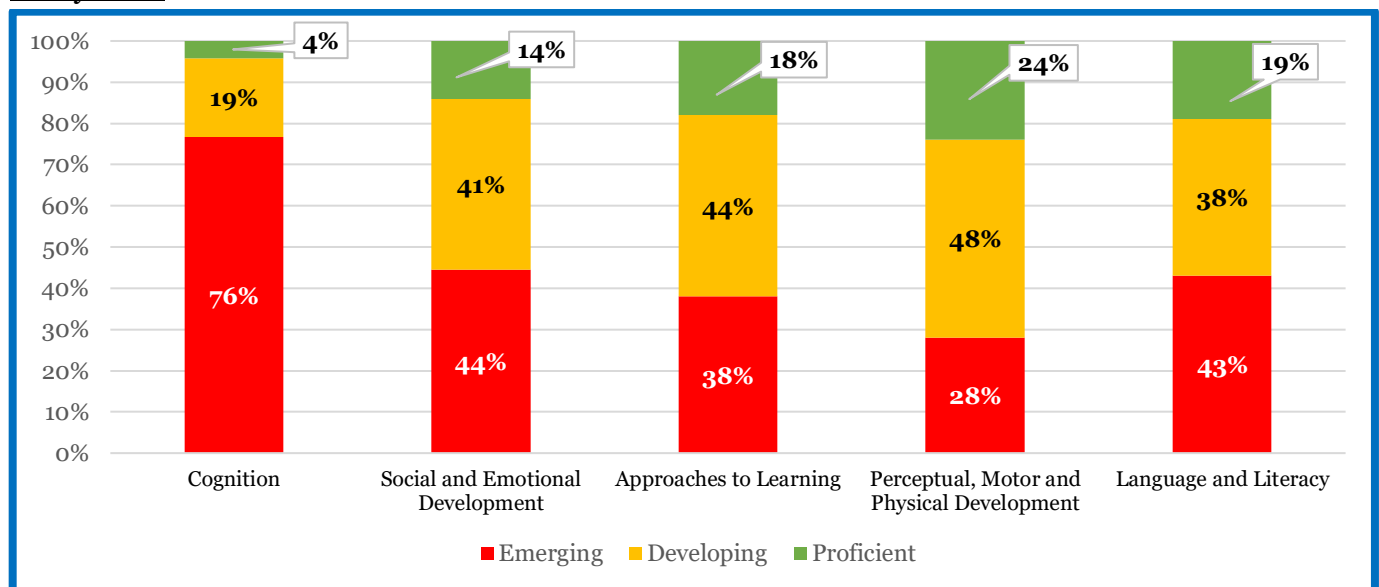
- Approaches to Learning: Child exhibits initiative and independence, demonstrates curiosity in situations and surrounding environment
- Social and Emotional Development: Child manages emotions with increasing independence and cultivates positive interactions with adults and peers
- Language and Literacy: Child understands and progressively uses complex language with peers and adults for a variety of purposes
- Cognition: Child demonstrates number and shape knowledge and engages in cognitive tasks and behaviors that can advance mathematical learning.
- Perceptual, Motor, and Physical Development: Child expands knowledge, awareness, and willingness to make nutritious and healthy food choices and eating habits; demonstrate knowledge of personal hygiene and safety practices and routines.

Head Start teaching staff which includes both teachers and teaching assistants were offered the opportunity to engage in coaching cycles during the 2020-2021 school year. Coaching consisted of staff submitting videos of instruction, receiving feedback, selecting a goal, and a review of resources to support achieving goals during a virtual conference with the Education Specialist. This process was repeated every 4 to 6 weeks and nearly 80% of teaching staff participated in coaching cycles during the 2020-2021 school year.

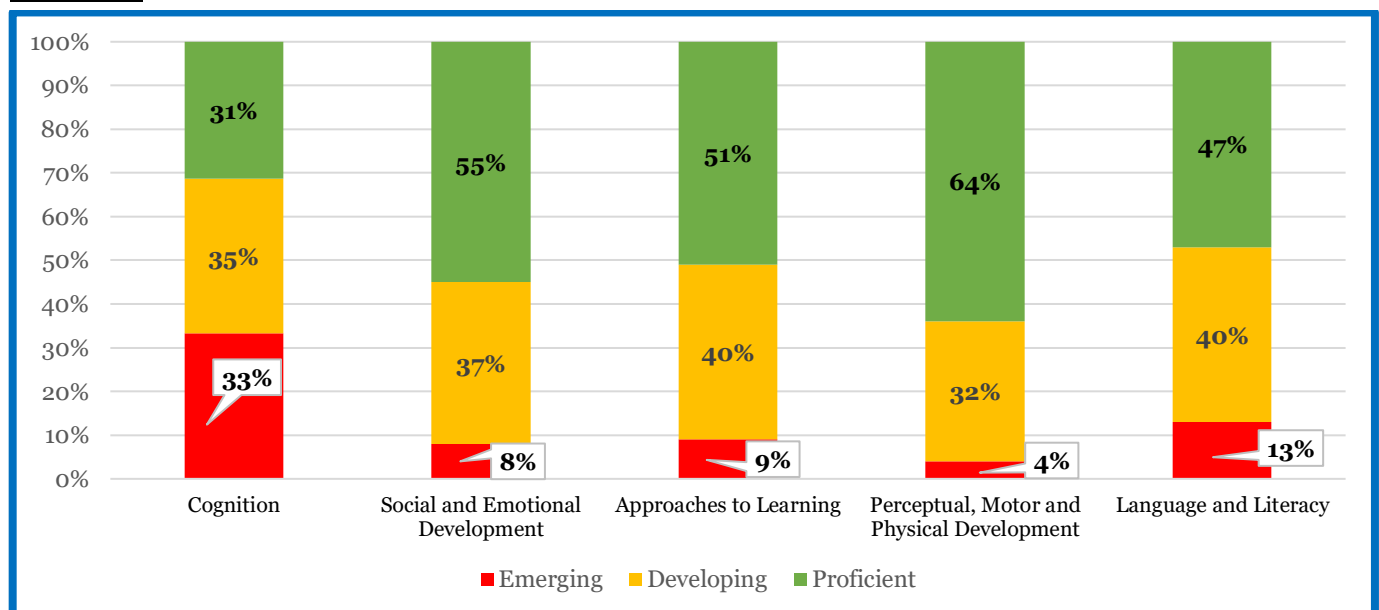
## Student Outcomes Data

Below is an aggregate of the data collected on student progress by teaching staff using several CLI Engage checklists during the 2020-2021 school year. Entry scores were collected during Wave 1 of the CLI checkpoint period and due to the ongoing COVID-19 pandemic, scores were determined in collaboration with families. As the school year progressed and more children returned to in-person instruction, teachers and caregivers continued to work in collaboration to determine student progress. Entry scores are reflected in the first table and were collected during Wave 1 in the fall of 2020 and exit scores were collected in the Spring of 2021 in the 2nd table. The percentage on the chart for each category is a collection of all students at each site who score in each of the 3 scoring levels: Emerging, Developing, and Proficient. Based on collected data, students made significant progress and are entering PK4 more prepared than peers who did not attend PK3.

### Entry Data



### Exit Data



## Health - Medical and Dental

Head Start programs are required to assist families with barriers that may exist when accessing medical and dental services as well as providing vision and hearing screenings for enrolled students. Due to the ongoing COVID-19 pandemic, some families abilities to get access to health/dental providers was limited and Family Advocates have been working to diligently to ensure improved access for families this year. The below table reflects data collected regarding enrolled student's various health statuses:

|                                                            |     |
|------------------------------------------------------------|-----|
| Students with continuous access to health care (insurance) | 66% |
| Students with completed physical exam                      | 54% |
| Students with completed dental exam                        | 45% |
| Students with positive vision screening*                   | 65% |
| Student with positive hearing screening*                   | 67% |

*\*Students with "failed" screenings or deemed "unable to screen" were provided referrals and vouchers to be served by local physicians.*

## Community Partnerships

Partnerships were formed throughout the school year to assist with bridging gaps in available services between the schools, the community and enrolled Head Start families. The focus was placed on trying to address areas of need pertaining to health services, health education, safety, knowledge of community resources and overall access. Partnerships were formed to provide both direct services to enrolled students and families as well as indirect services in the form of parent education. In forming partnerships, it is our goal to create opportunities to both assist parents with gaining access to available services as well as educating parents on ways to navigate through their desired service independently. To ensure that the partnerships being formed were desired by the families being served, a mid-year survey was created to gain input and program feedback from families directly pertaining to community partnerships and family engagement. This data was used to help coordinate with the desired community partners to create opportunities for our enrolled families to receive the education and support that they determined to be most important to them.

## Federal Review

During early March of 2020, the AISD Head Start program completed the Focus Area 1 (FA1) monitoring from the Office of Head Start. The monitoring consisted of a review of current program practices, education services, family engagement practices as well as fiscal processes and program management. The final report was sent to AISD in May of 2020 stating that the program was meeting all compliance requirements and we have yet to receive our FA2 review as this time.

## Financial Reports

### 2019-2020 Grant Year 1 (7/01/2019 - 4/30/2020)

**Total Funds Awarded \$ 1,551,470**

|                            |              |
|----------------------------|--------------|
| Salaries and Benefits      | \$ 1,227,701 |
| Materials and Supplies     | \$ 173,095   |
| *Contracted Services       | \$ 20,953    |
| **Other operating expenses | \$ 62,159    |
| Indirect Costs (required)  | \$ 67,562    |

### 2020-2021 Grant Year 2 (5/01/2020 - 4/30/2021)

Year 2 Grant Funds Awarded \$ 1,551,469

Additional Funds Awarded  
(COLA and Quality Improvement) \$ 86,025

**Total Funds Awarded \$ 1,637,494**

|                            |              |
|----------------------------|--------------|
| Salaries and Benefits      | \$ 1,366,569 |
| Materials and Supplies     | \$ 129,162   |
| *Contracted Services       | \$ 28,320    |
| **Other operating expenses | \$ 33,667    |
| Indirect Costs (required)  | \$ 79,776    |

### 2020-2021 Grant Year 3 (5/01/2021 - 4/30/2022)

Year 3 Grant Funds Awarded \$ 1,658,881

Additional Funds Awarded

Cost of Living Adjustment (COLA) \$ 19,977

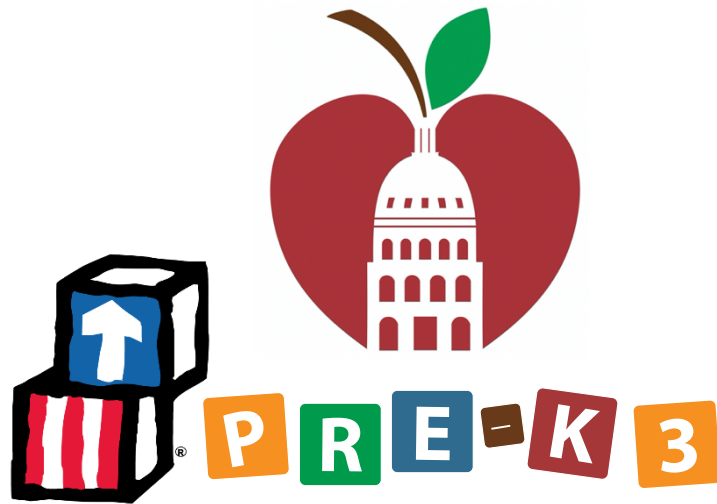
American Recovery Act (ARA/COVID-19)  
Funds expire: 3/31/2023 \$305,484

**Total Funds Awarded (without ARA) \$ 1,678,858**

|                            |              |
|----------------------------|--------------|
| Salaries and Benefits      | \$ 1,364,158 |
| Materials and Supplies     | \$ 136,216   |
| *Contracted Services       | \$ 18,840    |
| **Other operating expenses | \$ 57,428    |
| Indirect Costs (required)  | \$ 81,128    |

*\*Contracted services expenses include contracted trainings from Teachstone and Conscious Discipline, communications, marketing, print, and COPA subscription.*

*\*\*Other operating expenses includes employee and non-employee travel, membership in TX and National Head Start Associations, cost of PK monitors to maintain ratios at all times and miscellaneous operating costs.*



Informe anual de 2020-2021

Head Start en el  
Distrito Escolar Independiente de Austin

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## **Carta de la directora:**

El ciclo escolar 2020-2021 les trajo a nuestros alumnos más pequeños un año como ningún otro. Al principio comenzamos después de lo normal en un ambiente completamente virtual y en octubre de 2020 les dimos la bienvenida a algunos estudiantes de regreso al plantel mientras que otros permanecieron como alumnos virtuales. Aumentamos gradualmente el número de alumnos en el plantel y en febrero pensamos que estábamos en camino de regreso a la normalidad, con planes de salud y seguridad para la COVID-19, cuando una tormenta de invierno como ninguna otra llegó al centro de Texas. Mientras las escuelas estuvieron cerradas por una semana, vimos a los vecinos apoyarse unos a otros y a la comunidad unirse durante este momento de necesidad. Aunque podamos haber tenido otro año lleno de incidentes en el que a lo mejor las cosas no fueron como las habíamos planeado, estamos emocionados de compartir todo el increíble trabajo en el que participaron nuestros maestros, personal y estudiantes durante el ciclo escolar 2020-2021.

Los programas de PK3 de Head Start en el Distrito Escolar Independiente de Austin preparan a los niños para que tengan las destrezas necesarias para hacer una transición exitosa a PK4 y grados posteriores. Logramos esta meta con el apoyo del personal, las familias y las comunidades a las que servimos. Tenemos un trabajo importante que hacer y nos esforzamos por ofrecer los mejores resultados posibles para los niños y sus familias. Nuestro personal docente trabaja diligentemente para garantizar experiencias de aprendizaje de alta calidad para todos los niños, mientras que nuestros defensores familiares trabajan para apoyar a las familias y ponerlas en conexión con recursos comunitarios y nuestro equipo administrativo de Head Start trabaja para ofrecer apoyo adicional a las familias, el personal y las escuelas.

Tómese el tiempo de informarse sobre el excelente trabajo que el personal de PK3 de Head Start en el Distrito Escolar Independiente de Austin está haciendo para los niños y las familias. Puede acceder este informe anual y otra información, incluyendo la información sobre la matriculación en Head Start, en [www.austinisd.org/early-childhood/head-start](http://www.austinisd.org/early-childhood/head-start).

Gracias,

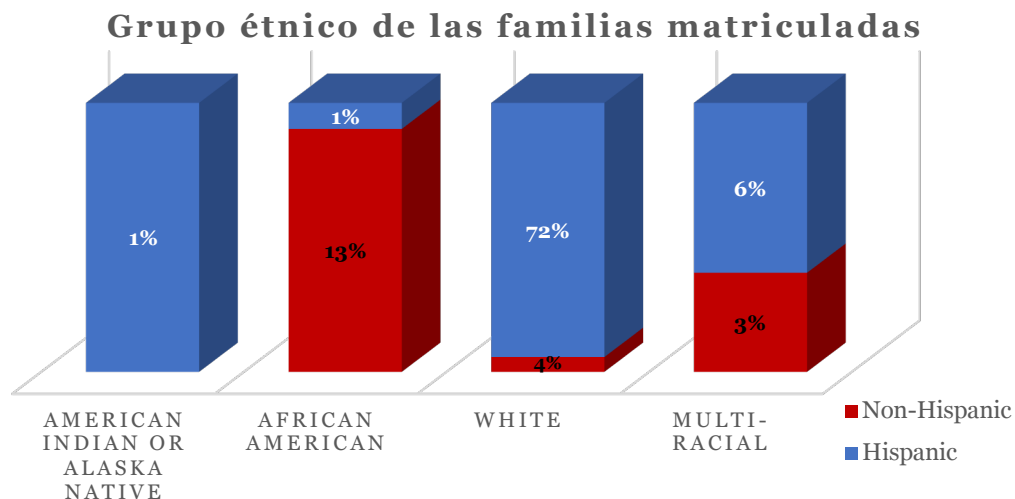
  
Ashlee Johnson  
Administradora de Head Start en el AISD



## Información del programa

Head Start en el Distrito Escolar Independiente de Austin (AISD HS, por sus siglas en inglés) les ofrece servicios comprehensivos de alta calidad para la primera infancia a familias de bajos recursos que residen en el condado de Travis, Texas en el área metropolitana de Austin. En un análisis de la evaluación de necesidades de nuestra comunidad, se notó que Austin es una de las grandes ciudades más segregadas económica y racialmente del país y que había una necesidad de servicios de todo el día para estudiantes de 3 años en el área. El área este de Austin con forma de luna creciente ("el creciente este") tiene tanto las concentraciones más altas de residentes afroamericanos e hispanos como de personas que viven en la pobreza, mientras que las concentraciones más altas de residentes blancos y de personas con altos ingresos están en el lado oeste. Esta segregación se refleja en los patrones de la matrícula de las escuelas del AISD. Los puestos de Head Start para el AISD están en las escuelas en el creciente este, donde sigue habiendo la necesidad más grande. El programa Head Start en el Distrito Escolar Independiente de Austin tiene la capacidad de servir a 204 niños en 12 salones de clases en 8 escuelas públicas. Todos los programas se albergan en los planteles escolares del AISD y operan 5 días a la semana, siguiendo un horario escolar típico de 8 a.m.-3 p.m., con ciertos ajustes menores de tiempo en cada escuela. El personal del programa de HS AISD a nivel escolar está conformado por un maestro y un asistente de maestro en cada salón de clases, así como un monitor del almuerzo para mantener una proporción adecuada y darle un descanso al personal. Cada salón de clases tiene la capacidad para que se matriculen hasta 17 niños, todos los cuales deben haber cumplido 3 años el 1.º de septiembre del año escolar actual o antes. Los servicios que brinda HS AISD están diseñados para fomentar el desarrollo educacional, social, nutricional y emocional de los niños, y al mismo tiempo darles servicios de apoyo a sus familias.

## Familias y estudiantes



Aprendices de inglés  
**66% de los estudiantes matriculados**

Asistencia diaria promedio (ADA, por sus siglas en inglés)  
**95%**

Número total de estudiantes y familias que recibieron servicios\*

**215**

\*por 30 días o más

## **Participación familiar**

Head Start en el AISD ofrece una variedad de oportunidades para que los padres de familia participen en el aprendizaje y la experiencia educativa de sus niños. Nuestra meta es garantizar que se apoye a toda la familia para mantener resultados duraderos y positivos para todas las familias matriculadas. Cada familia matriculada tiene acceso a servicios personalizados de apoyo a la familia, acceso a servicios de salud mental y el apoyo de un defensor familiar dedicado a ella. Se les dio la oportunidad a las familias matriculadas de llenar una evaluación de necesidades con su defensor familiar para identificar las fortalezas de la familia y determinar sus necesidades. Una vez llena la evaluación de necesidades, el defensor familiar y la familia trabajaron para establecer metas familiares personalizadas. A las familias también se les dio la oportunidad de asistir a conferencias entre padres y maestros, tener visitas al hogar, juntas familiares mensuales, actividades para padres de familia y niños y juntas sobre recursos con diversos socios comunitarios. Además de los eventos enumerados, los defensores familiares facilitaron sesiones de crianza utilizando el plan de estudios del Centro de Fundamentos Sociales y Emocionales para el Aprendizaje Temprano: Soluciones Positivas para las Familias para fomentar la preparación para la escuela y la participación parental, incluyendo temas como guía positiva, establecimiento de relaciones y manejo de comportamientos difíciles. También se les recomendó a las familias que participaran en las actividades que les ofrecía el especialista de apoyo a los padres de familia (PSS, por sus siglas en inglés), quien apoya a toda la comunidad escolar y trabaja en colaboración con el defensor familiar asignado a cada escuela.

## **Educación**

Head Start en el AISD utiliza el plan de estudios The Creative Curriculum para preescolar, que está en línea con las pautas de prekínder de Texas y los marcos de resultados del aprendizaje temprano de Head Start. El personal docente utiliza el plan de estudios y las pautas relacionadas para crear ambientes de aprendizaje apropiados para el nivel de desarrollo y experiencias para que los estudiantes desarrollen destrezas y alcancen las metas establecidas de preparación para la escuela:

- Estrategias de aprendizaje: El niño exhibe iniciativa e independencia, demuestra curiosidad en situaciones y el ambiente circundante.
- Desarrollo social y emocional: El niño controla sus emociones cada vez con más independencia y cultiva interacciones positivas con adultos y compañeros.
- Lenguaje y lectoescritura: El niño entiende y utiliza lenguaje progresivamente más complejo con compañeros y adultos para diversos fines.
- Cognición: El niño demuestra conocimiento de números y formas y participa en tareas cognitivas y comportamientos que pueden promover el aprendizaje matemático.
- Desarrollo perceptual, motor y físico: El niño expande su conocimiento, conciencia y disposición para elegir comida nutritiva y hábitos alimenticios saludables; demuestra conocimiento de la higiene personal y las prácticas y rutinas de seguridad.

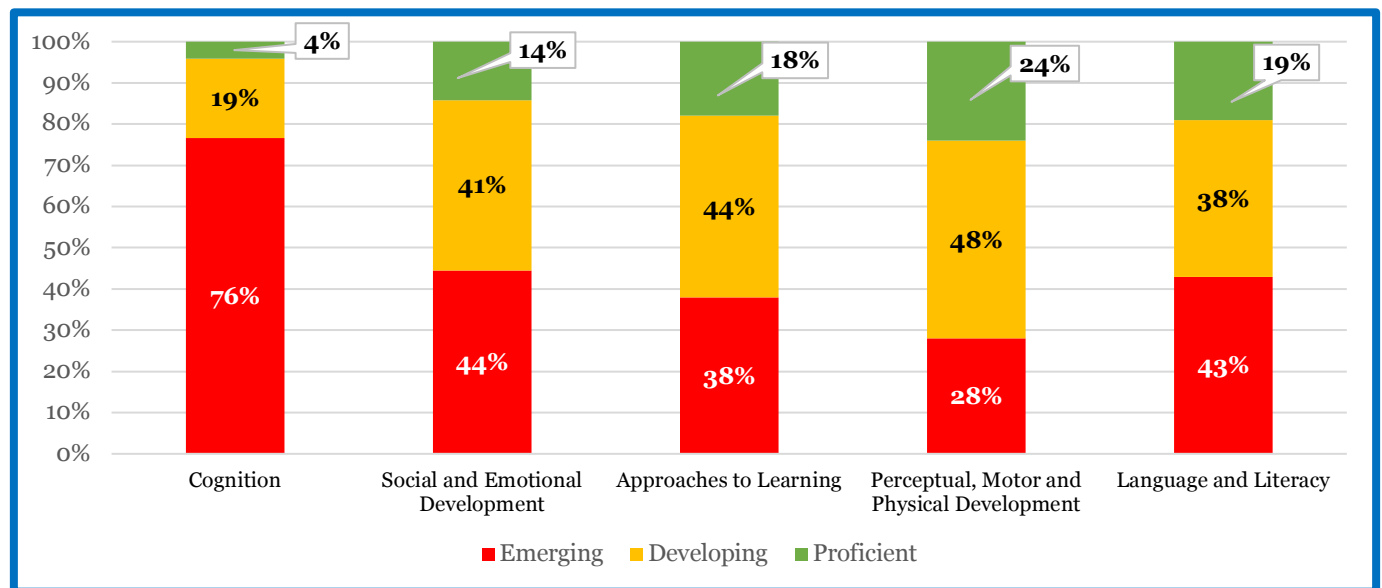
Al personal docente de Head Start, que incluye tanto a maestros como a asistentes de maestros, se le dio la oportunidad de participar en ciclos de instrucción durante el ciclo escolar 2020-2021. La capacitación consistió en que el personal enviara videos de su instrucción, recibiera comentarios, seleccionara una meta y revisara recursos para ayudarlo a alcanzar la meta

durante una conferencia virtual con el especialista en educación. Este proceso se repitió cada 4 a 6 semanas y casi el 80% del personal docente participó en los ciclos de instrucción durante el ciclo escolar 2020-2021.

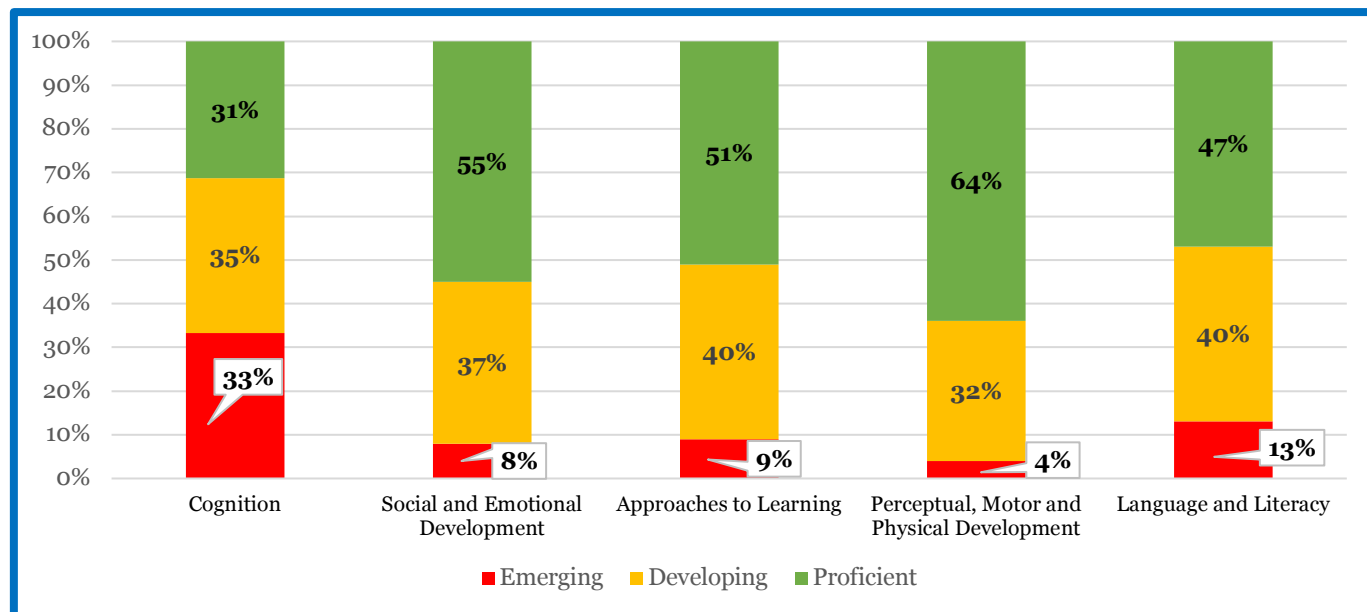
### Datos de los resultados de los estudiantes

Abajo están los datos agregados que recolectó el personal docente sobre el progreso estudiantil utilizando varias listas de verificación de CLI Engage durante el ciclo escolar 2020-2021. Se recolectaron puntajes iniciales durante la primera ola del periodo de control de CLI y, a causa de la pandemia de COVID-19 en curso, se determinaron los puntajes en colaboración con las familias. A medida que progresó el ciclo escolar y más niños regresaron a la instrucción presencial, los maestros y cuidadores siguieron colaborando para determinar el progreso de los estudiantes. Los puntajes iniciales se reflejan en la primera tabla y se recolectaron durante la primera ola en otoño de 2020, y los puntajes finales se recolectaron en la primavera de 2021 y están en la segunda tabla. El porcentaje en la gráfica para cada categoría es una colección de todos los estudiantes en cada escuela que caen en cada uno de los 3 niveles de puntuación: emergente, en desarrollo y competente. Con base en los datos recolectados, los estudiantes lograron un progreso significativo y están entrando a PK4 más preparados que sus compañeros que no asistieron a PK3.

#### Datos iniciales



## Datos finales



## Salud: servicios médicos y dentales

Los programas de Head Start tienen la obligación de ayudar a las familias a superar los obstáculos que puedan existir en el acceso a servicios médicos y dentales, así como proveerles pruebas de visión y audición a los estudiantes matriculados. A causa de la pandemia de COVID-19 en curso, la capacidad de algunas familias de obtener acceso a proveedores médicos o dentales se vio limitada y los defensores familiares han estado trabajando diligentemente para garantizar un mayor acceso para las familias este año. La tabla de abajo refleja los datos recolectados en relación con diversos estados de los estudiantes matriculados:

|                                                               |     |
|---------------------------------------------------------------|-----|
| Estudiantes con acceso continuo a la atención médica (seguro) | 66% |
| Estudiantes con un examen físico completo                     | 54% |
| Estudiantes con un examen dental completo                     | 45% |
| Estudiantes con una prueba de visión positiva*                | 65% |
| Estudiantes con una prueba de audición positiva*              | 67% |

\*A los estudiantes que "no pasaron" las pruebas o que se consideró que "no se podían evaluar" se les dieron recomendaciones y cupones para recibir servicios de médicos locales.

## Asociaciones comunitarias

Se establecieron asociaciones entre las escuelas, la comunidad y las familias matriculadas en Head Start a lo largo del ciclo escolar para ayudar a cerrar las brechas en los servicios disponibles. El enfoque estuvo en tratar de abordar áreas de necesidad en relación con los servicios de salud, la educación para la salud, la seguridad, el conocimiento de los recursos comunitarios y el acceso en general. Se formaron asociaciones para ofrecer tanto servicios directos a los estudiantes matriculados y familias como servicios indirectos en forma de educación para los padres de familia. Al establecer asociaciones, nuestra meta es crear oportunidades tanto para ayudar a los padres de familia a obtener acceso a los servicios

disponibles como para educar a los padres de familia sobre las maneras de abrirse camino hacia su servicio deseado de forma independiente. Para garantizar que las asociaciones que se estaban estableciendo fuesen las que deseaban las familias a las que servíamos, se creó una encuesta a mediados del año para obtener opiniones y comentarios sobre el programa directamente de las familias en relación con las asociaciones comunitarias y la participación familiar. Estos datos se utilizaron para ayudar a coordinar con los socios comunitarios deseados la creación de oportunidades para que nuestras familias matriculadas recibieran la educación y el apoyo que ellas determinaron eran los más importantes para ellas.

## **Evaluación federal**

A principios de marzo de 2020, el programa Head Start en el AISD realizó el monitoreo del Área de Enfoque 1 (FA1, por sus siglas en inglés) de la Oficina de Head Start. El monitoreo consistió en un análisis de las prácticas actuales del programa, los servicios educativos, las prácticas de participación familiar, así como los procesos fiscales y la administración del programa. El informe final se envió al AISD en mayo de 2020, y decía que el programa estaba cumpliendo con todos los requisitos; todavía estamos esperando nuestro análisis del FA2 en este momento.

## **Informes financieros**

2019-2020 Año 1 de la subvención (01 JUL 2019-30 ABR 2020)

|                                  |                    |
|----------------------------------|--------------------|
| <b>Total de fondos otorgados</b> | <b>\$1,551,470</b> |
| Salarios y beneficios            | \$1,227,701        |
| Materiales y útiles              | \$173,095          |
| *Servicios contratados           | \$20,953           |
| **Otros gastos operativos        | \$62,159           |
| Costos indirectos (requeridos)   | \$67,562           |

2020-2021 Año 2 de la subvención (01 MAY 2020-30 ABR 2021)

|                                                                                                                         |                    |
|-------------------------------------------------------------------------------------------------------------------------|--------------------|
| Fondos otorgados en el año 2 de la subvención                                                                           | \$1,551,469        |
| Fondos adicionales otorgados (Ajuste para el costo de la vida - COLA, por sus siglas en inglés- y mejora de la calidad) | \$86,025           |
| <b>Total de fondos otorgados</b>                                                                                        | <b>\$1,637,494</b> |
| Salarios y beneficios                                                                                                   | \$1,366,569        |
| Materiales y útiles                                                                                                     | \$129,162          |
| *Servicios contratados                                                                                                  | \$28,320           |
| **Otros gastos operativos                                                                                               | \$33,667           |
| Costos indirectos (requeridos)                                                                                          | \$79,776           |

2021-2022 Año 3 de la subvención (01 MAY 2021-30 ABR 2022)

|                                               |             |
|-----------------------------------------------|-------------|
| Fondos otorgados en el año 3 de la subvención | \$1,658,881 |
| Fondos adicionales otorgados                  |             |

|                                                                                |                    |
|--------------------------------------------------------------------------------|--------------------|
| Ajuste para el costo de la vida (COLA)                                         | \$19,977           |
| Ley de Recuperación Estadounidense<br>(ARA, por sus siglas en inglés/COVID-19) | \$305,484          |
| Los fondos se vencen: 31 MAR 2023                                              |                    |
| <b>Total de fondos otorgados</b> (sin contar<br>la ARA)                        | <b>\$1,678,858</b> |
| Salarios y beneficios                                                          | \$1,364,158        |
| Materiales y útiles                                                            | \$136,216          |
| *Servicios contratados                                                         | \$18,840           |
| **Otros gastos operativos                                                      | \$57,428           |
| Costos indirectos (requeridos)                                                 | \$81,128           |

*\*Los gastos por servicios contratados incluyen capacitaciones contratadas de Teachstone y Conscious Discipline, comunicaciones, mercadotecnia, impresión y suscripción a COPA.*

*\*\*Otros gastos operativos incluyen viajes de empleados y no empleados, membresía en las Asociaciones de Head Start de Texas y Nacional, el costo de los monitores para PK para mantener la proporción en todo momento y costos operativos misceláneos.*