Mount Pleasant Independent School District

Annual Report

Head Start/Early Head Start 2025-2026

To our Community

The children and families of Mount Pleasant Independent School District and Titus County have benefited greatly from a remarkable Head Start/Early Head Start program for over 30 years. The benefits have included improved health, nutrition, and cognitive skills for each child, as well as partnerships encouraging the role of parents as their child's first and most important teachers.

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

Building Relationships that Prepare Children and Families to be School Ready

CDC
CHILD DEVELOPMENT CENTER

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Message from the Director

Dear Employees, Families, and Community Partners,

It is our privilege to share this Annual Report and reflect on another year of growth, achievement, and meaningful impact within our Head Start and Early Head Start programs.

At the heart of our work is a commitment to providing children and families with the relationships, resources, and opportunities they need to thrive. Every accomplishment highlighted in this report reflects the collective efforts of our dedicated employees, engaged families, and valued community partners.

This year, we are especially proud to have maintained fully funded enrollment, ensuring children and families in our community continued to have access to high-quality early childhood education and comprehensive services.

We also experienced increased attendance throughout the summer in Early Head Start. Consistent attendance gives children greater opportunities to build relationships, participate in meaningful learning experiences, and benefit from the full range of services our program provides.

Another important area of growth was our focus on strengthening mental health supports for children, families, and employees. We recognize that emotional well-being is essential to learning, healthy development, and strong relationships. By expanding resources and support, we continue to foster a culture where everyone feels valued, connected, and supported.

While these accomplishments are important, the true impact of Head Start is found in the everyday moments—the child who gains confidence, the family who finds support, and the teacher who builds a meaningful connection.

Head Start is a partnership, and we are grateful to everyone who contributes to our shared success. Thank you to our employees for their dedication, our families for their trust and partnership, and our community partners for helping us strengthen the services we provide.

As we celebrate this year's accomplishments, we remain committed to continuous improvement and to ensuring every child and family has the opportunity to learn, grow, and thrive.

With appreciation,



Jamie Cook

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

Experienced Leadership. Dedicated Service. Stronger Outcomes.

Our Head Start/Early Head Start program is fortunate to be guided by a highly qualified and experienced management team committed to supporting children, families, and staff. Together, our team brings decades of experience in education, social work, mental health, and healthcare, along with a deep understanding of Head Start and the communities we serve.

Our HS/EHS Director holds a Master of Education degree and Texas Principal Certification and brings more than 23 years of service with our program. The HS/EHS Assistant Director holds a Master of Education degree and Texas Principal Certification, with more than 18 years of experience in education. Our Education Manager also holds a Master of Education degree and Texas Principal Certification and has dedicated more than 18 years to our program.

Our Family Service Manager holds a Master of Social Work degree and brings more than 23 years of social work experience, providing valuable expertise in family engagement and support. Our Mental Health Manager holds a Bachelor's degree in Psychology and contributes to our commitment to the social-emotional well-being of children and families. Our Health Manager, a former Head Start student, holds a Bachelor's degree in Nursing and is a Registered Nurse. She has proudly served our program for 10 years, bringing both professional expertise and a personal connection to the Head Start mission.

Together, our management team combines professional expertise, extensive experience, and a genuine commitment to Head Start—working collaboratively to ensure that every child and family receives the comprehensive support and opportunities they need to thrive.

Meet our Head Start/Early Head Start Management Team



Jamie Cook
Director



Katie Fite
Assistant Director



Betsy Fluellen
Education/Disability Manager



Shonda Brown
PFCE Manager



Bonnie Tafoya
Mental Health Manager



Corina Flores
Health Services Manager



Dr. Kenny Thompson
President
East Texas Children's Dentistry



Luke Anderson
Vice President
Sandlin Motors
Business Owner



Juan Duenez
Secretary
American National Bank



Sandy Bible
Retired Business Owner



Buddy Blue
Self-Employed Businessman



Yvonne Hampton
Retired Educator



Kim Crabb
Diamond C Trailer Business Owner

Mount Pleasant Independent School District

Board of Trustees

Guiding Principles

VISION

Every CDC Child Will Be Successful

MISSION

Building Relationships that Prepare Children and Families to be School Ready

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

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

History

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

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

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

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

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

Today there are four preschool program choices at the CDC for families to match eligibility and family needs. Those programs are full-day Head Start; full-day EHS; full-day state-funded prekindergarten; Early Childhood Special Education (formerly Preschool Program for Children with Disabilities). Multiple sources of funding and community partnerships are coordinated to support these programs for almost 500 children from birth-to-five years.

1991 *Prekindergarten services begin for MPISD*

1993 *Head Start is awarded to MPISD for Titus County*

1994 *Head Start services begin*

1995 *Head Start expansions begin*

1995 *MPISD Head Start, Pre-K, & PPCD are coordinated*

1998 *MPISD renovates the Gibson's facility/ property*

1998 *CDC facility is occupied*

2000 *Early Head Start is awarded to MPISD*

2001 *EHS services begin*

2002 *EHS Expansion award*

2003 *EHS moves to Community Learning Center*

2007 *CDC & EHS facilities are connected*

2009 *EHS Expansion submitted*

2010 *EHS Expansion receives permanent funding*

2012 *Prekindergarten and Child Care programs expanded*

Enrollment

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

During the 2025-2026 school year, our funded enrollment provided opportunities for 255 Head Start children and 80 EHS children. Traditionally, our program has remained consistently and fully enrolled with 100% of the children and families meeting eligibility guidelines.
Our program continues to exceed the mandatory 10% enrollment of children with disabilities. Services provided were center-based, utilizing 16 Child Development Center classrooms for Head Start and 10 for EHS.

Waiting List. There were seven children on the Head Start waiting list, who were in the 100-130% throughout the school year. We maintained a full waitlist of eligible infants/toddlers for EHS. On the EHS waitlist, we had 69 eligible, and 17 within the 100-130% threshold.

Other Preschool Programs. MPISD serves the Titus County preschool population by offering Prekindergarten for three and four-year-old children and the Early Childhood Special Education program, serving ages three to six years old. These programs provided services to more than 90 children and occupy 7 CDC classrooms.



Enrollment

2025-2026 Family Information

- 41% of Head Start Children were from 2-Parent families
- 19% of EHS Children were from 2-Parent families
- 152 Head Start Families were Single-Parent families
- 65 EHS Families were Single-Parent families
- 19% of Head Start Families were White, Black, Asian, Native Hawaiian or Pacific Islander.
- 43% of EHS Families were White, Black, Asian, Native Hawaiian or Pacific Islander.
- 61% of Head Start Families spoke Spanish
- 36% of EHS Families spoke Spanish
- 82% of Head Start Families were employed at enrollment
- 83% of EHS Families were employed at enrollment
- 270 total Head Start Children were served, serving 256 families
- 91 total EHS Children were served, serving 80 families
- 92% was the Head Start attendance rate
- 89% was the EHS attendance rate
- 10 Head Start Families experienced homelessness during the program year
- 8 EHS Families experienced homelessness during the program year





Health

Dental and Nutrition









The Head Start Health Staff continues to work closely with families to support each child in obtaining and maintaining access to appropriate medical and dental care. Health staff monitor children's health needs and assist families with identifying resources and completing necessary follow-up. Children receive screenings for developmental progress and a variety of health concerns, including developmental milestones, mental health, and nutrition. Developmental screenings are also conducted to evaluate vision, hearing, speech and language, social-emotional development, and cognitive skills. When a screening identifies a concern or a result outside of the expected range, additional assessment and follow-up are completed. When a medical or developmental concern is identified, referrals are provided to the appropriate healthcare provider or community resource, with follow-up conducted as needed.

Health screenings were completed within the first 45 days of enrollment. The use of the in-house OAE hearing screener and SPOT vision screener allows Health Staff to efficiently complete required screenings and provide additional screenings throughout the program year as needed, including for newly enrolled children.

Health Staff were able to verify that 100% of enrolled children had access to an ongoing source of health care. A total of 241 Head Start and 71 Early Head Start children were determined to be up-to-date with age-appropriate preventive and primary health care services.

Health

Dental and Nutrition

Head Start children are also monitored for healthy growth through the calculation of Body Mass Index (BMI). BMI is evaluated according to the child's age and sex, with a healthy weight generally falling at or above the 5th percentile and below the 85th percentile. During the 2025 program year, 14 children were identified as underweight, with a BMI below the 5th percentile; 39 children were identified as overweight, with a BMI at or above the 85th percentile and below the 95th percentile; and 45 children were identified as obese, with a BMI at or above the 95th percentile. Nutritional counseling and follow-up were offered to 100% of children identified with nutritional concerns, in collaboration with a Registered Dietitian.

Health and dental care remained an important component of the program's comprehensive health services. All participating Early Head Start and Head Start children received at least one health and dental examinations by the end of the program year. Health Staff continued to monitor children's health records and work with families to obtain missing documentation and complete required follow-up.

In addition to providing health services to enrolled children, the Head Start Health Staff continued to monitor the safety of the school environment. The Head Start facility-maintained compliance with requirements related to lead-safe practices, including monitoring of paint and consumable water to support a safe environment for children and staff.



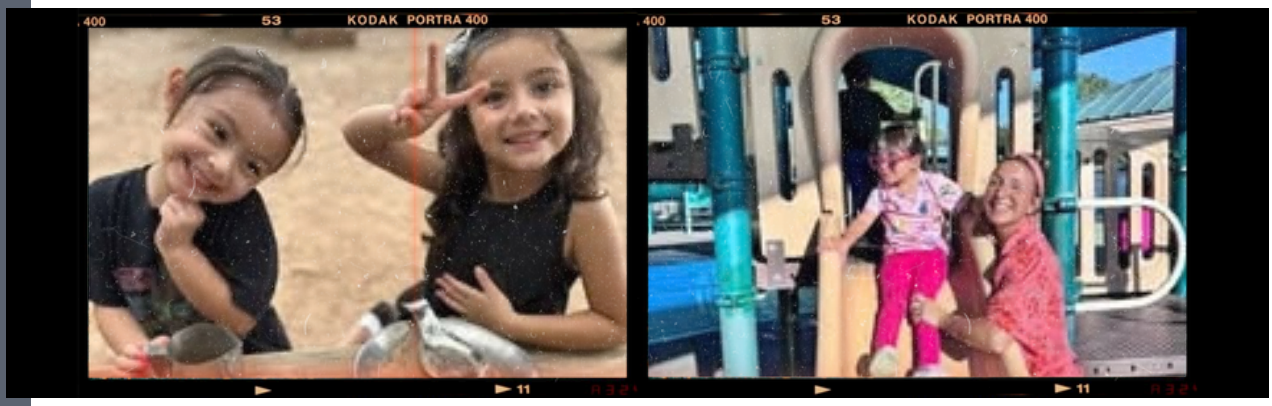






Health

Mental Health



Mental health supports are integrated throughout our program to promote the well-being of children, families, and staff through a three-tiered model of prevention, targeted intervention, and intensive support.

- Tier 1 – Universal Supports: All children participate in program-wide Conscious Discipline practices that promote self-regulation, positive behavior, and strong classroom connections.
- Tier 2 – Targeted Supports: Children needing additional support receive intervention through our Behavioral Emotional Support and Teaching (BEST) Team, in collaboration with teachers and mental health professionals. Supports focus on connection, skill-building, and self-regulation. During 2025-2026, 22% of enrolled children received Tier 2 behavioral support, with 8% receiving direct BEST Team intervention.
- Tier 3 – Intensive Supports: Children with more significant needs receive individualized support from our licensed professional counselor (LPC), behavior specialist, and occupational therapist (OT). During 2025-2026, 20 children received play therapy and 18 children received sensory-based occupational therapy (OT) support as part of our Tier 3 interventions.

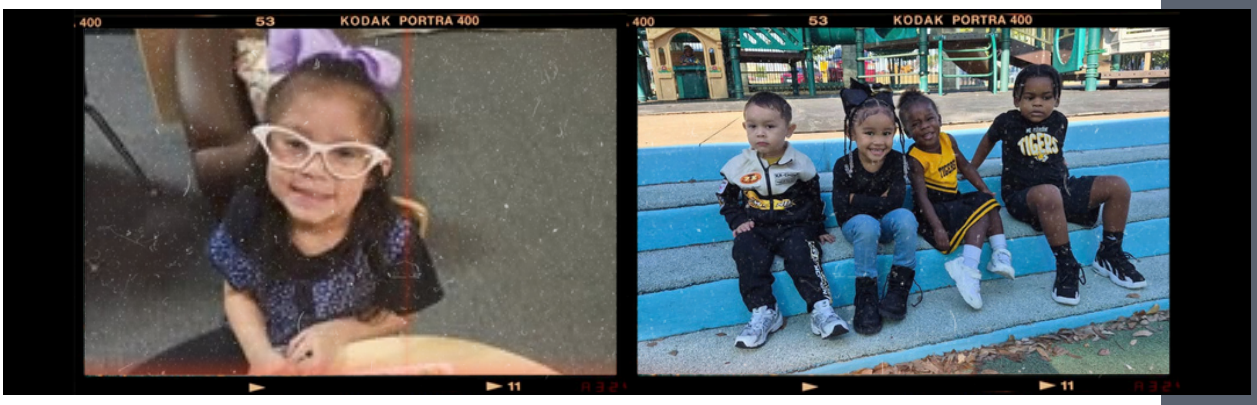
Health

Mental Health Services & Consultation

A contracted LPC, Trauma-Informed Care (TIC) specialist, behavior specialist, and OT provide consultation, intervention, and support for children, families, and staff. Children are screened through classroom observations and parent surveys, with referrals made as needed.

2025-2026 Program Data:

- 73 children (60 Head Start; 13 EHS) received staff consultation related to behavior or mental health.
- 9 Head Start families consulted with a mental health professional; 3 received ongoing consultation.
- 10 staff members received LPC consultation; 3 received ongoing support.
- 14 EHS children were referred for mental health services, with consultation provided to parents and teachers.
- The OT partnered with teachers to create sensory-rich classrooms that support regulation and developmental needs.



Health

Disabilities

Providing comprehensive services for children with disabilities is a critical component of the Early Head Start (EHS) and Head Start (HS) program model. These services are integral to ensuring that every child, regardless of ability, has access to early developmental support and education tailored to their individual needs.

For children enrolled in EHS, disability services are delivered through a partnership with Early Childhood Intervention (ECI), which serves children from birth up to three years of age. ECI provides a range of early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA). These services include developmental evaluations, individualized family service plans (IFSPs), and specialized therapies, all aimed at addressing developmental delays or diagnosed disabilities during the critical early years.

As children approach their third birthday, those who require continued support are referred to the Titus County Shared Services Arrangement (TCSSA). TCSSA coordinates with Head Start and local education agencies to ensure a smooth transition from ECI to services under Part B of IDEA, which covers children ages three through five. During the 2025-2026 program year, the EHS program referred 7 children for evaluations to determine eligibility for continued early intervention services. Following comprehensive assessments conducted by ECI professionals, 5 of these children received a full range of services under IDEA Part C.



Health

Disabilities

In the same program year, the Head Start program referred 42 children for evaluations to determine eligibility for services under IDEA Part B. Following evaluation by appropriate specialists and diagnosticians, 25 children were formally diagnosed with a disability as defined by IDEA and were provided with specialized services coordinated through TCSSA. The majority of the preschool-aged children were identified with speech or language impairments (44 children), highlighting the critical need for communication-focused interventions at this developmental stage. Other diagnosed disabilities included: Other Health Impairment (2), Intellectual Disability (2), Autism (4), and Developmental Delay (11). Each of these conditions was addressed through individualized education programs (IEPs) developed in collaboration with families, TCSSA staff, and Head Start personnel. TCSSA ensured that all identified needs were met with appropriate diagnostics, therapies, and accommodations. Services were delivered on campus, enabling children to benefit from inclusive educational settings and continuity of care.

This collaborative approach between EHS/HS, ECI, and TCSSA underscores the program's commitment to early identification, intervention, and ongoing support for children with disabilities, ensuring they have equitable access to early learning environments that promote growth, inclusion, and school readiness.



Parent, Family & Community Involvement

Parents Are Teachers at Home:

Family literacy activities that can be duplicated at home. Books are provided to all families who attend to support literacy in the home.

Nutrition Education:

Seminars help families with healthy eating on a budget and includes these topics: Family Eating Habits, Menu Planning, portion size, understanding food nutrition labels and Keeping Food Safe.

Parenting Classes:

Parents explore approaches for child safety, challenges of parenting, and nurturing personal strengths in their child. Parents gain skills to help their child self-regulate through Conscious Discipline Parenting classes.

Fatherhood Activities:

Parenting and fun-filled programs for dads, grandfathers, and father figures. Activities include Father's Reading Every Day (FRED) program.

Food4Kids Backpack Club:

Approximately 314 CDC children are provided with food staples to families-in-need at no cost. A food bag is sent home each Friday to provide food for the weekend.

Dual Language Education (DLE) Night:

Activities and information for families to support biliteracy and bilingualism.

Parent Resource Day:

Parents learn about community resources, job opportunities and adult education programs. Educational activities, supplies and activities are provided to support learning in the home environment. Parents also have the opportunity to select from gently used clothing for their children and families.

Parent, Family & Community Involvement

The Parent Family Community Engagement Assessment is used to understand the functioning, family system, strengths and needs of the family. Tracking the family's progress is conducted throughout the school year during home visits and during parent conferences. When needs are identified, Family Services Specialists share important information to support family growth.

Early Head Start	Baseline	Fall	Spring	Outcome
Family Well-Being				
Housing	3.9	3.6	3.6	+.3
Safety	4.6	4.7	4.8	+.2
Health	3.5	3.6	3.7	+.2
Mental Health/Substance Abuse	4.0	4.1	4.2	+.2
Transportation	4.2	4.3	4.5	+.3
Financial Security	3.2	3.4	3.7	+.5
Employment	3.0	3.3	3.5	+.5
Food & Clothing	3.6	3.8	4.1	+.5
Positive Parent-Child Relationship				
Nurturing Relationships	3.7	3.9	4.1	+.4
Child Development/Parenting Skills	3.6	3.8	3.9	+.3

1- Crisis	2 - Vulnerable	3 - Stable	4 - Self-Sufficient	5 - Thriving

Parent, Family & Community Involvement

Early Head Start data continued...

	Baseline	Fall	Spring	Outcome
Families as Lifelong Educators				
Family Education at Home	3.4	3.7	3.9	+..5
School Readiness	3.3	3.8	4.0	+.7
Promoting Primary Leanguage	4.6	4.5	4.6	+0
Families as Learners				
Education, Training & Life Goals	3.4	3.4	3.4	+.1
Volunteering	1.0	1.1	1.1	+.0
Family Engagement in Transition				
Transitions	3.1	3.7	4.0	+.8
Family Connection to Peers & Community				
Families & Community	3.1	3.2	3.3	+.2
Families as Advocates & Learners				
Leadership & Advocacy	1.4	1.5	1.7	+.2

Parent, Family & Community Involvement

The Parent Family Community Engagement Assessment is used to understand the functioning, family system, strengths and needs of the family. Tracking the family's progress is conducted throughout the school year during home visits and during parent conferences. When needs are identified, Family Services Specialists share important information to support family growth.

Head Start	Baseline	Fall	Spring	Outcome
Family Well-Being				
Housing	3.9	4.1	4.4	+.5
Safety	4.8	4.9	4.9	+.0
Health	3.9	4.1	4.4	+.5
Mental Health/Substance Abuse	4.0	4.2	4.4	+.4
Transportation	4.4	4.5	4.6	+.1
Financial Security	3.6	3.8	4.0	+.5
Employment	3.7	3.9	4.2	+.5
Food & Clothing	3.7	3.9	4.3	+.6
Positive Parent-Child Relationship				
Nurturing Relationships	3.7	4.0	4.3	+.6
Child Development/Parenting Skills	3.7	3.9	4.2	+.5

1- Crisis	2 - Vulnerable	3 - Stable	4 - Self-Sufficient	5 - Thriving

Parent, Family & Community Involvement

Head Start data continued...

	Baseline	Fall	Spring	Outcome
Families as Lifelong Educators				
Family Education at Home	3.4	3.8	4.1	+.8
School Readiness	3.3	3.7	4.1	+.9
Promoting Primary Leanguage	4.7	4.7	4.7	+0
Families as Learners				
Education, Training & Life Goals	3.0	3.2	3.3	+.2
Volunteering	1.2	1.2	1.1	-.1
Family Engagement in Transition				
Transitions	3.3	3.6	4.2	+.9
Family Connection to Peers & Community				
Families & Community	3.3	3.4	3.6	+.3
Families as Advocates & Learners				
Leadership & Advocacy	1.8	1.8	1.8	+0

Parent Engagement

The Child Development Center recognizes that one of the greatest influences in a child's education is the parents. Our center provided in-person parent engagement activities throughout the 2025-2026 school year. Trainings were provided to support families in:

- Acquiring knowledge of community resources
- Learning about Frog Street Infant & Toddler and Three Cheers for PreK curricula and age appropriate learning activities
- Becoming aware of their child's growth and development
- Realizing that their child can be successful if they support their child's education
- Gaining an understanding of Conscious Discipline techniques to support parenting and their child's social emotional development

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

In our effort to reach parents, events are planned and coordinated utilizing data from Parent Interest Surveys and Family Partnership Agreements. Once the information is gathered and analyzed, CDC designs activities to meet the family's needs with the input from the Parent Committee. The activities are sent home each month on the Parent Involvement Calendar, posted on the CDC website; MPISD website; the Parent Square platform; and in the Mt. Pleasant Daily Tribune newspaper.

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

Some of the key partners that contribute to parent involvement activities are Mt Pleasant Public Library (literacy), Celebrate Recovery (support group), SAFE-T (Domestic Violence), Northeast Texas Community College (educational opportunities), Cypress Bank (financial literacy), Century 21 Premier Group (home ownership), Lighthouse Realty, Trademark Mortgage, Expectant Heart Pregnancy Resource Center (parenting resource), Mental Health Counseling Services (self-care and healthy relationships) and Piney Woods Children's Dentistry (dental care).

CDC offered many events to reach families to participate in activities and trainings. Encouraging parent in-person participation, combined with the Ready Rosie tool has greatly increased family participation. The 2025-2026 end-of-year data show 83% of Early Head Start and 66% of Head Start families were engaged in activities. The annual average participation for CDC was 70%.

Parent Engagement

Impact Report of Parent Engagement Events

Financial Literacy

100%
Parents felt more confident managing personal finances
100%
Parents felt knowledgeable concerning financial institutions

Parents felt their knowledge about the following services increased:
70% Savings Accounts 92% Checking Account
77% Member Services 54% Loans

Fatherhood (FRED)

78%
Fathers reported an improved quality of time spent with their child
67%
Fathers reported they have become involved in their child's education
78%
Fathers stated they have increased reading with their child daily
61%
Fathers reported an improvement in their child's vocabulary
61%
Fathers increased satisfaction as a parent.

Parenting Class

83%
Parents feel more confident with their parenting skills
83%
Parents felt they had the skills to calm their child and help them to make better choices
75%
Parents felt their child had healthier relationships with adults and peers
83%
Parents felt knowledgeable about Conscious Discipline and comfortable using techniques at home
92%
Parents felt more familiar with Conscious Discipline components used in thier child's classroom

Nutrition Class

64%
Parents stated they consider nutritional meal planning when shopping
64%
Children are eating healthier snacks and meals



Family Partnership Agreements

Head Start Performance Standard 1302.52: requires Head Start staff to "engage in collaborative partnership-building with parents to establish mutual trust, identify family goals, strengths and necessary services. FPAs are initiated, reviewed and updated by Family Services staff in the partnership process. This approach is intended to be family focused. Together, Family Services Staff and parent identify strengths, needs and goals. The FPA includes the goal, strategies, and target date. Community resources are shared and parent events are coordinated to support family goals.

The table represents family goals attainment. The "Started" column indicates parents that have begun the process to reach their goal. The ¼, ½, and ¾ columns show how much they have accomplished in reaching their goals. The "Completed" column demonstrates that parents accomplished one or more goals set for the 2025-2026 school year.

Early Head Start

Room #	Started	1/4	1/2	3/4	Complete
22	0%	13%	0%	38%	50%
23	0%	0%	0%	63%	38%
24	11%	0%	0%	33%	56%
25	0%	11%	11%	11%	56%
26	10%	10%	10%	10%	60%
27	9%	18%	9%	45%	18%
28	0%	13%	13%	25%	50%
29	11%	0%	22%	22%	44%
30	11%	22%	22%	22%	22%
31	0%	0%	25%	0%	76%

Family Partnership Agreements

Head Start

Room #	Started	1/4	1/2	3/4	Complete
115	0%	12%	6%	53%	29%
116	0%	6%	6%	24%	65%
118	0%	6%	6%	6%	76%
119	0%	5%	32%	0%	63%
123	12%	6%	0%	6%	76%
124	0%	13%	19%	6%	63%
126	0%	0%	50%	0	50%
128	0%	0%	7%	7%	73%
129	0%	0%	0%	6%	94%
131	0%	0%	6%	13%	81%
132	0%	0%	0%	18%	82%
134	6%	0%	25%	13%	56%
135	0%	6%	19%	6%	69%
137	7%	7%	7%	14%	64%
140	12%	12%	29%	18%	35%
144	0%	0%	12%	12%	76%

Community Partners

Developing and preserving relationships with community agencies and organizations allows us to help our families. This step assists us in providing and referring families for services that they may need to sustain their family's well-being. In the 2025-2026 school year, CDC had forty-five formal agreements and multiple informal agreements with area service providers. Some of these partners are recognized below.

Carrie Henry, Occupational Therapist—services to children with sensory needs and staff training.
Celebrate Recovery—support group dealing with life struggles.
Century 21 Premier Group—home ownership planning and training.
Charlotte Lorraine RD, LD - nutrition counseling for families.
Community Services of Northeast Texas - household utility assistance
Cypress Bank—finance education and home ownership.
Dentists - dental services to children with Medicaid, CHIP, private insurance.
Durham Transportation—transportation to and from school.
Early Childhood Intervention - services for at-risk children ages Birth-3, screening & assessment.
Expectant Heart Pregnancy Resource Center—Resources and classes for pregnant moms and parents of infant,
Express Employment Professionals—assist in recruiting, hiring advertising local employment opportunities.
Ignite—afterschool program for students 5 and older.
Little Rascals - child care for volunteers.

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

- American Heart Association
- American Cancer Society
- Carter Blood Drive
- Habitat for Humanity
- Local Churches, including mission experiences
- Ministering to our Military (MOM)
- Parent Teacher Organizations
- Round Table with Local Agencies
- Salvation Army
- SHAC/Ounce of Prevention
- Titus County Soccer Association
- Titus County Food4Kids Tigers Booster Club

Community Partners

Mental Balance Counseling Services - classroom observations, family counseling, child therapy, mental health assessment, and staff training.
Mt Pleasant Public Library-promoting literacy with books and resources.
Mt. Pleasant Housing Authority—Public housing.
Mt Pleasant ISD—facilities, maintenance, utilities & in-kind.
Northeast Texas Community College- recruitment, academic counseling & enrollment of parents into college.
Northeast Texas Community College Adult Education - GED, ESL, and adult basic education.
Northeast Texas Community College Nursing Department - health screenings.
Safe Riders - training and car safety seats for families that qualify.
Safe-T - services to women and children that are victims of domestic violence.
Texas Department of Health - immunizations, family education, birth records, and parent education.
Texas Department of Human Services - Temporary Assistance to Needy Families, SNAP, and Medicaid.
Texas Department of Protective and Regulatory Services - crisis intervention for child abuse.
Texas School Ready (TSR) - training and mentorship for new early childhood classroom teachers
The Pediatric Clinic- physicals, medical treatment, referrals for parent education.
Titus County Cares - Food Pantry and Food4Kids Program.
Titus County Shared Services — services for children with disabilities, ages 3-18.



School Readiness



School readiness is a comprehensive and ongoing process that begins at birth and supports children's development across all areas necessary for success in school and throughout life. For Head Start and Early Head Start, school readiness encompasses the knowledge, skills, behaviors, and healthy development that children need to make a successful transition to kindergarten and beyond. Our program recognizes that each child develops at their own pace and brings unique strengths, experiences, cultures, languages, and individual needs to the learning environment. Through intentional, developmentally appropriate, and culturally responsive practices, we partner with families to promote children's social-emotional, physical, language and literacy, cognitive, and approaches to learning skills.

School Readiness

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

The end-of-year CLASS data indicate that Emotional Support remains the highest-performing domain, with a campus average of 6.1, which is 0.07 points above the national average. Classroom Organization has a campus average of 5.6, placing it 0.18 points below the national average. The Instructional Support domain continues to show the lowest performance campus-wide with an average score of 3.6. However, within the MPISD Head Start classrooms specifically, the Instructional Support average is 0.66 points above the national average, indicating relative strength in this domain compared to national benchmarks.

CLASS DOMAINS	OHS STANDARD	MPISD BOY	MPISD EOY
Emotional Support	6.03	5.6	6.1
Classroom Organization	5.78	5	5.6
Instructional Support	2.94	3	3.6

School Readiness

CLI engage

Four-Year-Old Student

School readiness data for four-year-old students shows that children demonstrated the highest level of preparedness in the Approaches to Learning domain, with 95% of students meeting school-readiness expectations. In contrast, the Language and Literacy domain reflected the lowest level of preparedness, with only 59% of students identified as school ready.

Three-Year-Old Student

School readiness data for three-year-old students shows that children demonstrated the highest level of preparedness in the Social Emotional domain, with 74% of students meeting school readiness expectations. In contrast, the Language and Literacy shows the lowest level of preparedness, with 46% of student identified as school ready.



E-LAP

Early Head Start Children

Students in the ten Early Head Start classrooms were assessed across the developmental domains of gross motor, fine motor, cognitive, language, self-help, and social-emotional. Data indicates that children demonstrated the highest level of preparedness in the Social-Emotional domain, with 64% of students performing at or above their chronological age. The lowest level of preparedness was observed in the Language domain, where only 33% of students were identified as school ready, highlighting a key area requiring targeted instructional strategies and support.

School Readiness

Child Outcomes Data

The following scores depict the percentage of students who have a score of Satisfactory Understanding on the CLI® Assessment. A score of Satisfactory Understanding indicates that a child has acquired skills in that area to prepare them to be ready to be successful in Kindergarten and beyond.

3 year olds	Language & Literacy			Cognition			Social Emotional		
Instructional Models	**B**	**M**	**E**	**B**	**M**	**E**	**B**	**M**	**E**
1-Way Dual - 3's	23	37	53	34	40	46	94	81	63
1-Way Dual - 3's	20	45	48	31	47	67	94	88	100
1-Way Dual - 3's	35	61	80	26	52	86	88	81	81
1-Way Dual - 3's	31	40	61	33	44	57	100	41	59
1-Way Dual - Mix	43	61	74	50	61	68	94	94	94
1-Way Dual - Mix	32	38	41	37	53	58	88	88	69
ESL- 3's	16	28	29	26	32	43	100	100	93
ESL - 3's	22	24	25	32	32	39	85	69	54
ESL - 3's	11	19	31	20	31	33	93	80	94

School Readiness

Child Outcomes Data for 3's

	Approaches to Learning			Perceptual, Motor & Physical Development		
Instructional Models	**B**	**M**	**E**	**B**	**M**	**E**
1-Way Dual - 3's	72	56	44	67	82	60
1-Way Dual - 3's	100	100	100	94	97	91
1-Way Dual - 3's	88	63	75	75	75	94
1-Way Dual - 3's	94	29	53	88	71	62
1-Way Dual - Mix	94	71	94	62	80	91
1-Way Dual - Mix	81	88	62	72	79	69
ESL - 3's	100	100	100	100	100	97
ESL - 3's	77	77	69	43	16	39
ESL - 3's	80	67	75	70	87	79

School Readiness

Child Outcomes Data for 4's

	Language & Literacy			Cognition			Social Emotional		
Instructional Models	**B**	**M**	**E**	**B**	**M**	**E**	**B**	**M**	**E**
1 - Way Dual - 4's	30	30	50	52	58	74	100	81	94
1 - Way Dual - 4's	21	33	37	45	50	57	100	100	93
1 - Way Dual - 4's	21	29	49	39	46	69	93	80	100
1 - Way Dual - 4's	28	41	69	27	26	47	100	76	100
ESL - 4's	40	39	49	46	61	64	100	100	94
ESL - 4's	28	55	69	38	56	67	100	100	100
ESL - 4's	38	55	68	46	61	72	93	85	42



School Readiness

Child Outcomes Data for 4's

	Approaches to Learning			Perceptual, Motor & Physical Development		
Instructional Models	**B**	**M**	**E**	**B**	**M**	**E**
1 - Way Dual - 4's	100	81	88	97	85	74
1 - Way Dual - 4's	100	100	100	100	100	97
1 - Way Dual - 4's	93	87	100	100	100	97
1 - Way Dual - 4's	94	76	100	85	81	88
ESL - 4's	93	100	88	100	96	72
ESL - 4's	100	100	100	100	100	100
ESL - 4's	79	85	75	82	89	58

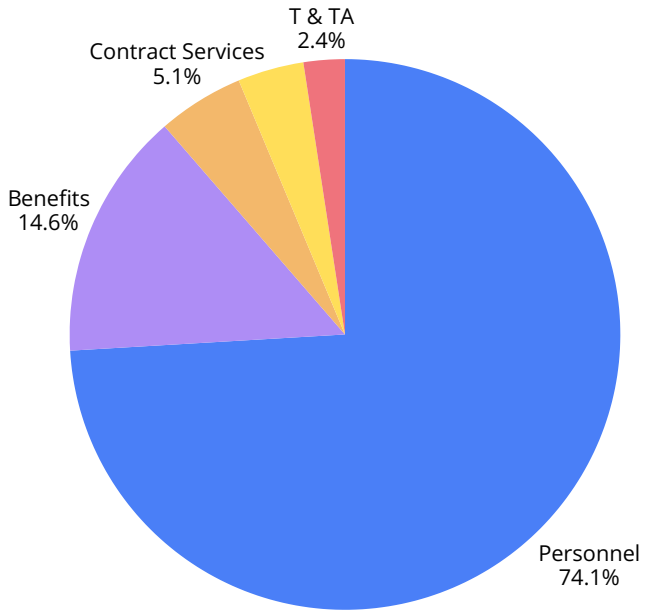


Financial Integrity

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

Actual Expenditures 2025-2026

The Office of Head Start allocated federal funds to provide comprehensive early childhood development and family support services to the MPISD program to serve HS/EHS children from birth to five years old. The chart below indicates the distribution of dollars across funding categories for the actual expenditures from the 2025-2026 budget year.



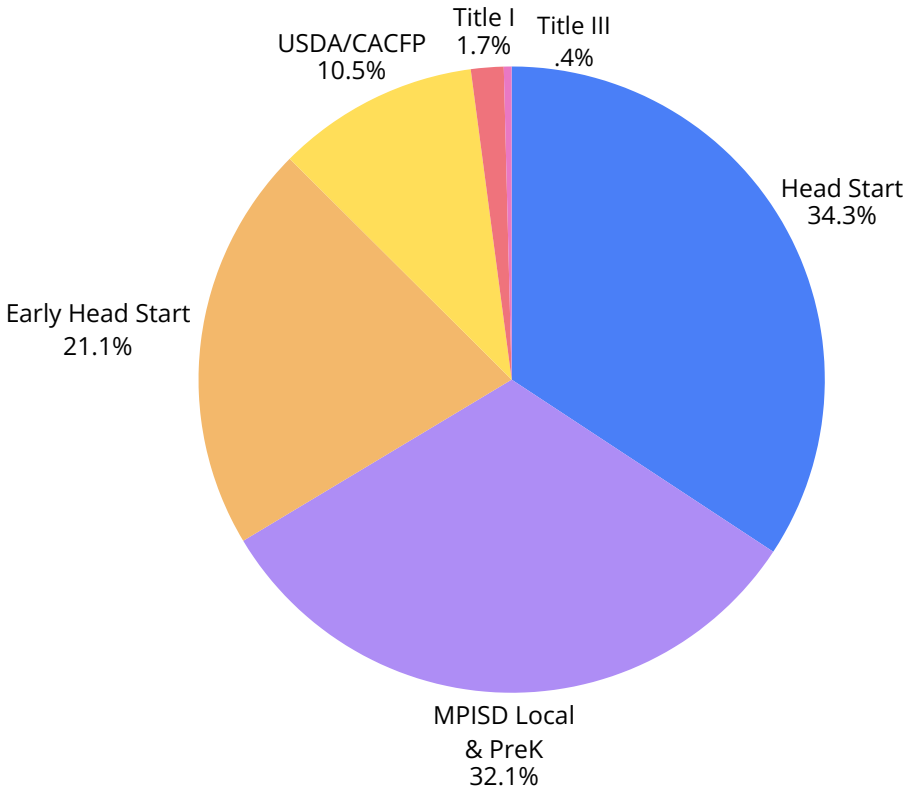
Category	Funds
Personnel	$2,614,663
Benefits	$514,435
Contract Services	$178,616
Supplies	$137,252
T & TA	$85,359
TOTAL	$3,530,325

Financial Integrity

Public & Private Funds
2025-2026

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

Category	Contribution
Head Start	$2,186,200
MPISD Local & PreK	$2,050,249
Early Head Start	$1,344,126
USDA/CACFP	$666,915
Title I	$107,566
Title III	$25,673
TOTAL	$6,380,729

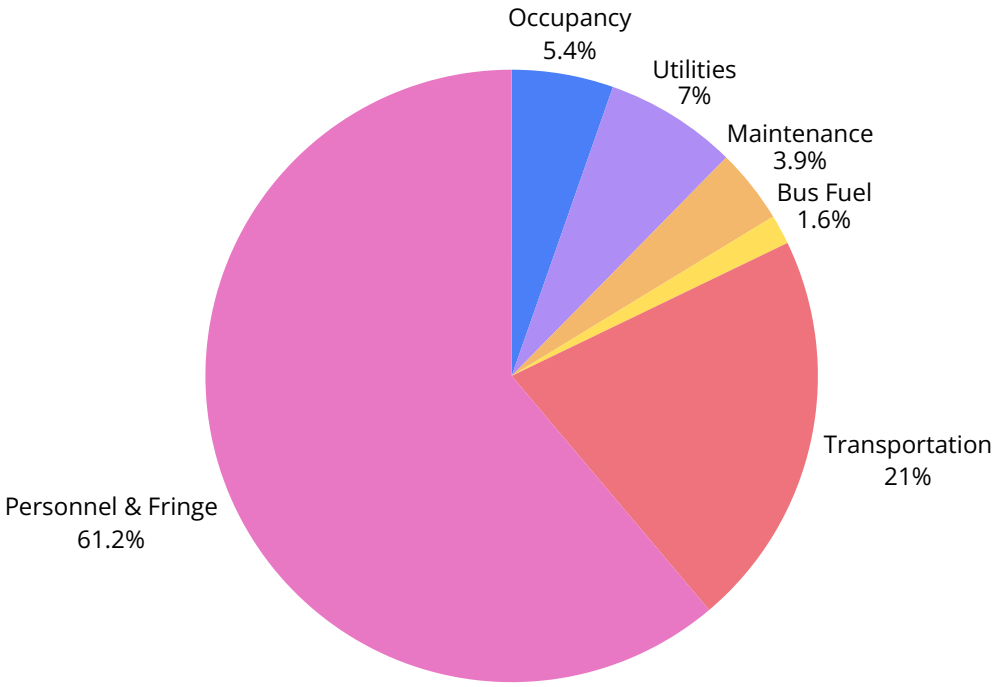


Financial Integrity

Non-Federal Share 2025-2026

The Office of Head Start allocates 80% of the total cost needed to provide comprehensive services for the HS/EHS children and families served in Titus County. The local program is responsible for generating the remaining 20% through donations of cash, supplies, services, and equipment. To meet this requirement, the MPISD program was responsible for generating $882,582 in non-Federal share for the 2025-2026 program year. The actual contribution for the 2025-2026 school year was $1,296,760.

Category	Contribution
Occupancy	$69,594
Utilities	$90,669
Maintenance	$50,955
Bus Fuel	$20,271
Transportation	$272,224
Personnel & Fringe	$793,045
TOTAL IN-KIND	$1,296,760

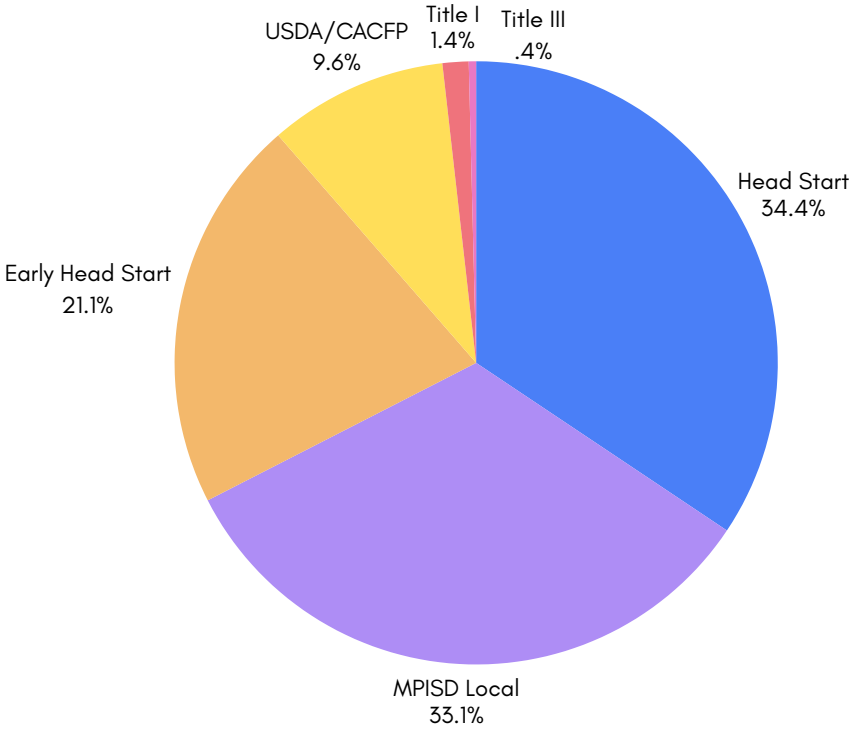


Financial Integrity

Proposed CDC Program Revenue for 2026-2027

The chart above is the proposed federal and local program coordinated revenues for the 2026-2027 year. The line items are justified in the baseline application and the MPISD budget where program costs have been considered and approved by the MPISD Board of Trustees.

Category	Contribution
Head Start	$2,199,919
MPISD Local	$2,117,455
Early Head Start	$1,352,502
USDA/CACFP	$614,810
Title I	$89,315
Title III	$25,225
TOTAL	$6,399,226



Reviews & Audits

Federal Monitoring

Section 641A of the Improving Head Start for School Readiness Act of 2007 requires the Office of Head Start (OHS) to provide ongoing monitoring of programs. The process of how programs are monitored was redesigned after the update Head Start Program Performance Standards were released, and is now implemented using the Aligned Monitoring System (AMS) 2.0.

The AMS 2.0 Focus Area Reviews take a systemic view of a grant recipient's services and functions across the five-year grant cycle. It creates a more progressive monitoring system that is able to evaluate grant recipient compliance, progress and performance across multiple years of program implementation, instead of simply capturing data from grant recipients at a single place in time.

- Classroom Assessment Scoring System (CLASS): OHS will conduct CLASS reviews during the 5-year grant cycle will be used to make competitive determinations under the Designation Renewal System.
- Focus Area One (FA1): Understanding the Approach to Program Services
- Focus Area Two (FA2): Understanding Performance for Continuous Program Improvement

AMS 2.0 will provide OHS with the performance data needed by year four of the grant cycle. OHS also will better distinguish between compliance and quality, enagbling them to identify and track elements that reflect strong performance.

During the 2025-2026 program year, we completed the second year of the five-year grant cycle and received the Focus Area I portion of the AMS 2.0 review.

Focus Area 1 Review

Content Area	Review Outcomes	Area(s) of Concern
Program Design, Management & Improvement	Area of Concern	1. Program Governance 2. Staffing
Supporting Safe & Healthy Learning Environments	Compliant	N/A
Fiscal Infrastructure	Compliant	N/A
Eligibility, Recruitment, Selection, Enrollment & Attendance	Compliant	N/A

Reviews & Audits

Focus Area 1 Summary

From January 20th to January 22, 2026, the Administration for Children and Families conducted a Focus Area One (FA1) monitoring event of MPISD HS/EHS. During the FA1 event, the review team interviewed staff members, board members and families of children served by the program. They also observed in classrooms, inspected facilities and reviewed fiscal record-keeping, documentation of services rendered and enrollment eligibility.

All compliance measures were met in the following areas: program design and strategic planning, safe and sanitary environments, education and child development, budget development, implementation and oversight, comprehensive financial management structure and systems, facilities and equipment management systems, and eligibility, selection and enrollment.

Two areas of concern were identified during the review: program governance and staffing and staff member supports. In the area of program governance, it was found that balance sheets were not included in monthly fiscal reporting to the Policy Council and Board. Upon identifying this, our MPISD HS/EHS began providing this additional report to the monthly fiscal reporting to both the Policy Council and Board.

Under staffing and staff member supports, the concern identified 3 of 20 Early Head Start center-based teachers did not hold the required qualification (CDA). All three of these staff members had active professional development plans to obtain the required credential and were enrolled in a CDA program.

These areas of concern require a follow up with our Regional Office for support, which was conducted in April 2026, with Sonja Osborn, our Head Start Program Specialist.

Annual Audit

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

The most recent financial audit was conducted by Arnold, Walker, Arnold, & Co., P.C. and reported in October 2025 and an Independent Auditor's Report was accepted and approved by the MPISD Board of Trustees.

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

Quality Practices

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

- Development of a birth-to-five program for Titus County.
- Exception-free annual audits for life of the Head Start/EHS grant.
- Promotion of the Head Start/EHS program through acquisition of Quality, One-Time, Expansion, and Training/Technical Assistance awards.
- Construction of the Child Development Center campus and grounds through multiple funding sources.
- Implementation of two Texas Family Literacy projects.
- Acquisition and implementation of two Department of Education Early Reading First projects, spanning over 8 years.
- Pre-Kindergarten Early Start grant project (PKES) Tier II.
- Texas Early Education Model Rural Initiative (TEEM)—Lead Agency and participant; currently, the Texas School Readiness (TSR) project.
- Texas School Ready! certified Center.
- Development of 46 working partnerships with local community agencies.
- Active participant in the Food4Kids program.
- Active member and recipient of Titus County Cares resources.
- Grantee for the Books for Ownership program through Reading is Fundamental (RIF) for 13 years. Other book programs are: Books by the Bushel and First Book.
- Recipient of Texas High-Quality Pre K grant.
- Implementation of Conscious Discipline with great success.
- Implementation of Trauma-Informed Care, and Trauma-Sensitive Classrooms.
- Implementation of Gomez & Gomez Dual Language Program.



Our Thanks

To the 2025-26 Policy Council
for Commitment and Service to the Program

Yulisa Torres
Chairperson
HS Parent Member

Rigoberto Villa
HS Parent Member

Laura Dominguez
EHS Parent Member

Natalie Fox
Community Representative

Karina Delacruz
Secretary
HS Parent Member

Nallelly Barrientos Bello
HS Parent Member

Tanya Zuniga
HS Parent Member

Dr. Kenny Thompson
Board Liaison
Community Representative

Perla Ayala
HS Parent Member

Nashimia Kamran
HS Parent Member

Maria Martinez
HS/EHS Parent Member



Yulisa Torres

Chairperson, Policy Council

"A great school is shaped by leaders who understand that their greatest responsibility is not simply to lead, but to inspire, empower and leave the path stronger for those who follow. When leadership is rooted in purpose and service, students are given more than an education- they are given a foundation for a lifetime of possibility. The Child Development Center has a great impact on each and every single student that walks through their doors. Thank you for allowing so many families to be a part of it."