



Hidalgo County Head Start Program

Policy Council Regular Agenda

DATE: March 22, 2017

SUBJECT: Discussion/Approval of Hidalgo County Head Start Program Self-Assessment Results

RATIONALE/NEED: The purpose of the Self-Assessment is to improve program effectiveness. The Self-Assessment was conducted during the weeks of January 23, 2017-February 3, 2017.

RECOMMENDATION: Administration recommends approval.

COST: N/A

RELATED INFORMATION INCLUDES: Hidalgo County Head Start Program Self-Assessment Results

INITIATED BY: Nora S. Munoz, Assistant Director for Programmatic Services 

REVIEWED BY: Teresa Flores, Executive Director

EXECUTIVE DIRECTOR'S APPROVAL: 



Hidalgo County Head Start Program 2017 Annual Self-Assessment Final Report

Introduction:

The Hidalgo County Head Start Program (HCHSP) conducts a Self-Assessment as per Head Start Performance Standards which state “*A Program must effectively oversee progress towards program goals on an ongoing basis and **annually** must conduct a **self-assessment** that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program’s progress towards meeting goals...compliance with program performance standards through-out the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness*”. **Subpart J 1302.102(b)(2)(i)(ii)(iii)**

The Hidalgo County Head Start Program’s primary purpose is to provide high quality comprehensive Head Start services to the children and families of Hidalgo County. HCHSP believes that this can only be achieved through continuous quality improvements that directly impact the foundation of excellence. It is the intent of HCHSP to not only meet, but exceed Program Performance Standards, moving toward program excellence in serving the children and families of Hidalgo County.

In consultation with the Policy Council and the Hidalgo County Commissioner’s Court, HCHSP carries out the self-assessment with the assistance of a team composed of staff, parents and volunteers. This team engages in collecting and analyzing data, conducting interviews and observations, to measure the effectiveness and progress in meeting program goals and objectives and in implementing Federal Regulations. This information is used to identify program strengths, determine areas for further development and plan appropriate strategies to effectively address areas for enhancement applicable to the HCHSP’s school readiness objectives.

HCHSP Program Goals:

- **To promote professional workforce development for employees and parents**
- **To increase parental engagement in their child’s educational activities, specifically in the areas of literacy and social emotional development**
- **To promote healthy child development opportunities through parent education in the areas of diabetes, obesity, developmental delay and the impact of the use of drugs**
- **To develop and implement the School Readiness Partnership Model (SRPM) with all school districts in our service area**
- **To expand partnerships with school districts to address infrastructure needs**

Methodology:

The annual self-assessment provides the program with the means to regularly assess the management systems and program operations in order to continually strengthen the services delivered to children and families.

HCHSP conducted its annual Self-Assessment on January 23, 2017 through February 3, 2017. An extensive training was conducted on January 18, 19, and 20, 2017 for the Policy Council, Center Managers, and Self-Assessment Team respectively. The following is the composition of the Self-Assessment teams:

Fiscal:

Elma Carrera, Chief Financial Officer
Ambrosio Tovar, Procurement Director
Angelica Salinas, Procurement Assistant

Child Health & Safety:

Elvia Ibanez, RN, Health Services Director
Maria Martinez, LVN
Paulita Gonzales, LVN
Noemi Flores, Risk Mgmt. Specialist

Child Development:

Rebecca Villarreal, Administrator for Education
Homero Carrera, Education Area Director
Hector Guerra, Education Area Director
Susie Saenz, Education Area Director
Nadia De Leon, Education Area Director
Melissa Gallegos, Mental Health Counselor

Program Governance/Management Systems:

Teresa Flores, Executive Director
Edmundo Garcia, Assistant Program Director
Nora S Munoz, Assistant Program Director
David Guel, Administrator for Human Resources
Karina Larios, Human Resources Director
Sylvia Garza, Staff Development Director

Nutrition:

Gilbert Silva, Nutrition Director
Karina Beckmann, Nutrition Coordinator
Aurora Figueroa, Nutrition Coordinator

Special Services (Disabilities):

Edna Snider, Special Services Director
Denise Chapa, Special Services Coordinator
Sonia Balderas, Special Services Coord.

ERSEA/Family & Community:

Elvira Segura, Family Services Director
Ramiro Silva, Community Partnerships Director
Ana Villaurrutia, Family Services Coordinator
Debra Gamboa, Family Services Coordinator
Hermelinda Corona, Comm. Partner. Coord.

Transportation/Field Operations:

Oscar Palacios, Field Operations Director
Oliver Solis, Transportation Coordinator

Parent Participation: HCHSP extends its appreciation to the three-hundred and eighty-six (386) parents that participated, in various ways, in our Self-Assessment process. Their participation in the Self-Assessment strengthens our commitment to engage parents in the decision-making process to improve services to children and families.

HCHSP'S plan for this year's Self-Assessment included the analysis of the following data:

- CLASS Observations conducted by the Education Area Director and Center Managers in the Fall
- Children's Pre and Mid Assessment results
- Children's Average Daily Attendance for PY 2016-2017
- Staff Training/Development
- Family Engagement and participation in training/workshops
- Data collected from Center visits and On-Going Monitoring
- Data collected for the Program Information Report (PIR)
- Previous results from PY 2015-2016 Self-Assessment

In addition to the analysis of data, the Self-Assessment team visited every Head Start center; two children's files (selected at random) from every classroom were reviewed and documented; One classroom from every center (selected at random) was observed and documented using the Preschool Early Language and Literacy Quick Check; One classroom from every center (selected at random) was observed using the Mental Health On-Site Observation tool; Two files from every center (selected at random) were reviewed for ERSEA compliance; Two First Aid Kits from every center (selected at random) were monitored for compliance; A Health and Safety Screener was conducted at every center; An American with Disabilities (ADA) Checklist was conducted at every center; A Playground Checklist was conducted at every center; A Bus Route Monitoring Report was submitted for every bus providing transportation services; And, one-hundred and twenty (120) personnel files were reviewed for compliance.

Key Insights:

Strengths/ Areas where the Program is working well:

Fiscal/Procurement:

- HCHSP's record Keeping maintenance, electronic requisitioning, and the use of the governmental accounting software are some examples of Program strengths within the Finance and the Procurement Department. The governmental accounting software allows for the reconciliations, general ledger transactions, electronic requisitioning, purchase order processing, payroll processing, quarterly reports and many others. Additionally, the Fixed Assets Tracking System (FATS) enables us to physically account for all assets by utilizing a bar code scanner to tag fixed assets and easily track their location.
- HCHSP's process for documenting in-kind contributions has been strengthened to ensure adherence to Program Standards. A certified independent appraiser was secured in December of 2014 to appraise all center buildings and their locations to determine a valuable and accurate in-kind contribution from third party entities. Additionally, the supporting documentation submitted from the centers has been revised to support the requirements needed for in-kind reporting and recording.

- HCHSP’s audit results indicate no findings, no recommendations from the auditors, and no potential areas of non-compliance within the past 7 to 10 years. It is evident that the continuity of maintaining those audit outcomes is of utmost importance and dedication of the Head Start staff. The Program has implemented strong internal controls and adheres to the procedures in place. This process enables the fiscal/procurement departments to be audit ready every day, produce financial reports accurately, efficiently and effectively, minimizing errors, and maintaining the integrity of the Program’s funding resources.
- *“The Hidalgo County Head Start Program operates as an Agency under the County of Hidalgo, Texas (the County). All federal grants subject to the Single Audit Act and OMB/Uniform Guidance from all of the departments and agencies under the County are considered for Major Program, Type A and Type B determinations. The Hidalgo County Head Start Program’s federal Head Start Grant has undergone single audits within the past 2 years, with no findings. Because it has been audited as a major program within the past 2 years and because there have been no findings, the Hidalgo County Head Start Program’s Head Start Grant funds (1/1/2016 – 12/31/2016) may not be considered “High Risk”, and therefore, may not be selected for the County’s 12/31/2016 single audit”.* Joshua Longwell, CPA, Audit Associate, Burton McCumber & Cortez, LLP

ERSEA/Family and Community Partnerships:

- HCHSP maintains an active waitlist of over 390 applications (currently 398 applications, which is above the required 10%).
- HCHSP has met the required 10% enrollment opportunities to children with disabilities (369 children required - current report shows 399 children enrolled).
- HCHSP exceeds the required 85% Average Daily Attendance (current report shows 91%).
- HCHSP’s independent audit reviews have found all the ERSEA files to be 100% Head Start eligible and in compliance and include supporting documentation.
- HCHSP maintains a Family Partnership Agreement system that aligns with the Parent, Family and Community Engagement Framework Outcomes and School Readiness Outcomes.
- All HCHSP families, including recently enrolled children, have completed the Family Partnership Agreement with follow-ups. Documentation also reflects more father engagement.
- All HCHSP centers have registered parent and community volunteers with appropriate documentation as required.
- HCHSP maintains advisory committees in all components of the Program: Family and Community Engagement, Education, Nutrition, Special Services, Transition, Transportation, as well as the required Health Advisory Committee.
- HCHSP maintains strong collaborations with the Local Education Agencies (ISD’s), and community organizations such as local Housing Authorities, local libraries, the County of Hidalgo Community Service Agency, the University of Texas – Rio Grande Valley, South Texas College, and Region One Educational Service Center.
- HCHSP maintains a strong Family Literacy program that promotes a parent/child “Read-Aloud” program, to include Reading Lending Libraries at all Head Start classrooms.

- HCHSP maintains a strong parent education program to include the Exploring Parenting curriculum and the Financial Literacy program; Partnerships with the local education agencies also provide English as a Second Language and GED education.

Child Health & Safety:

- HCHSP ensures the necessary health care forms are being collected consistently throughout the Program. Center staff has significantly improved their communication with doctors and are proactive in requesting special health care plans and excuses.
- Abnormal findings on physicals are quickly identified by center staff and are addressed.
- The forty-five (45) day vision and hearing deadline was met for all centers. Children with failed exams are referred to medical professionals for continuation of care within a timely manner.
- Immunizations are up to date and followed as per CDC schedule throughout all centers. Questions on immunizations are quickly forwarded to the nurses for further guidance.
- Daily oral fluoride application is consistent throughout the Program.
- HCHSP's documentation of daily and weekly health checks continues to be effectively implemented. All documentation is gathered on a monthly basis and reviewed.
- HCHSP's classroom and playground safety continues to meet and exceed performance standard criteria program wide.
- HCHSP's ensures that all enrolled children have a medical and dental home to provide preventive and curative care.

Early Childhood Development:

- The learning areas are organized and routines are well defined. Children are safe and comfortable in their environment and understand what is expected of them.
- Successful engaging interactions between the teachers and the children are observed.
- There is evidence of peer assistance through-out different group activities.
- The children are on task and smooth transitions are evident.
- HCHSP ensures that there are sufficient materials in learning areas.
- There is evidence that implementation of Frog Street Thematic Units, Lesson Plans, and Resource Curriculum Binder is being utilized.
- Good classroom management is observed. The Classroom Rules are clearly defined and children are given leadership roles.
- Parent, foster parent, and community volunteer engagement is evident in all the centers.
- HCHSP parents are very supportive and impressed with the Program
- HCHSP parents appreciate the training provided and the daily communication with Teachers and staff.
- There is evidence of a print rich environment and children's work is proudly displayed through-out the centers.
- Circle time activities are successful with lots of children interaction in developmentally appropriate activities.
- HCHSP's documentation in the children's records is in compliance meeting all deadlines with LAP-D, DECA, Speech Screeners, etc.
- There is evidence that the Center Managers are effectively managing their centers.
- HCHSP's School Readiness Partnerships with the school districts are working, as a TEAM, successfully.

Nutrition:

- HCHSP is able to maintain food costs under control and currently utilizes funds from the USDA to absorb 42% of the personnel costs for custodians who assist to serve the food in the classrooms in the Program.
- HCHSP's annual Nutrition Contest generates a substantial number of parents, staff, children, and members of our community who are engaged in healthy nutritional awareness in our community.
- HCHSP's menu and menu planning continues to show exemplary status. By conducting manager's specials once a month and menu surveys conducted every two years, the Program has been able to incorporate new meals that children like into our menu.
- Food safety and sanitation practices exceed the Program's standards.
- HCHSP's kitchen staff has successfully adapted to the Program calendar requirements of the MOU's with the school districts.

Special Services:

- HCHSP has met and exceeded the 10% requirement of children with disabilities who have been identified and are receiving services through the local education agency's special education departments.
- HCHSP's partnership with the McAllen Independent School District assigns a Pre-School Program for Children with Disabilities (PPCD) unit to the Austin One-Stop Head Start Center to mainstream severely disabled children and prepare them to be school ready. This community based setting allows children who have more significant disabilities to be educated in a least restrictive environment allowing for total inclusion.
- HCHSP continues to work collaboratively through Memoranda of Understanding with the Special Education Department (13) to establish cooperative working relationships to ensure services are provided to our special needs children.
- HCHSP assigns Disability Classroom Assistants to classrooms where there are children with a more significant disability to assist the teacher and allows for children with special needs to develop along non-disabled children.
- HCHSP provides training to parents and staff on IDEA to enhance their knowledge of their rights in order to be better advocates for their children.
- Presentations are provided to parents on various topics, and they are exposed to various organizations whose purpose is to work with families who have children with disabilities.
- HCHSP collaborates with Early Childhood Intervention Agencies to allow eligible children to make the transition into the Head Start Program.

Transportation/Field Operations:

- HCHSP is currently operating thirty (30) bus routes and eight (8) double routes, assisting the Program in increasing the average daily attendance (ADA).
- HCHSP's bus routes are completed within one hour.
- Roll call is done before and after boarding to ensure that no child is left behind. In addition, all buses are equipped with a child reminder to ensure that no child is left behind on the bus.
- HCHSP collaborates with the Pharr-San Juan-Alamo Independent School District transportation department to provide a bus, a bus driver and bus-aide to transport eighteen (18) Head Start children to and from home, at no cost to the Program.

- Bus-aides interact with the children while on the bus, extending the educational program, by reciting nursery rhymes, numbers, shapes, colors, etc. Bus-aides are continuously engaged in general conversation with the children.
- HCHSP's Transportation Department staff has been accident-free for the last nine (9) years.

Program Governance/Management Systems:

- HCHSP examined 156 personnel records that were randomly selected which represented all job description categories. Selected records were reviewed for the purpose of determining whether all required program mandated documents were properly secured for every employee. This includes verification of non-employee, such as Volunteers and school district professionals working through our partnerships.
- Evidence shows that employee records are properly maintained and the present system is proven to be effective. The personnel record audits conducted by Child Care Licensing Representatives have met a "No Deficiency" status.
- HCHSP's data base, ABRA Sage HRMS, is effectively used by staff to produce monitoring schedules in order to maintain current background checks for all employees, maintaining health/TB appraisals, First Aid/CPR Training, CDA Credential monitoring, employee Probationary and Annual Evaluation tracking, and developing data search queries that are used for monitoring personnel needs.
- Currently 34% of the Hidalgo County Head Start Program employees are current or former parents. Parents are also given priority consideration to fill the substitute vacancies for classroom staff. Many parents began their career tract as classroom volunteers and transitioned to jobs such as assistant teachers, bus aides, disability aides, custodians, etc., and have enrolled in college degree programs to become teachers.
- As a result of streamlining job responsibilities throughout the Program, a total of 114 positions have been reduced within the past 13 years. The Program continues to provide quality services to 3,690 children and families.

Recommendations:

Fiscal/Procurement:

Currently, the Fiscal Procedures Manual is being updated to include compliance requirements indicated in the Code of Federal Regulations Part 75 Uniform Administrative Requirements, Cost Principles and Audit Requirements for HHS Awards.

ERSEA/Family and Community Partnerships:

HCHSP identified four (4) centers with non-active waitlists. Focus will be placed on recruitment efforts and application review for approval.

Child Health & Safety:

HCHSP will work with, and support, the center staff to improve communication between staff and parents to ensure dental follow ups are completed on a timely manner.

Early Childhood Development:

HCHSP reviews children's assessment results and Classroom Teacher's results on CLASS to intentionally develop a Plan of Action for continuous improvement. The goal being, to work with Center Managers and Classroom Teachers in providing technical support, staff development

training, modeling in classrooms conducted by peer mentor coaches and ultimately to monitor the Program's progress in the teaching and learning process.

Classroom Teachers have been identified and classified by priority of needs:

Priority 1: Classroom Teachers failing to meet expected gains of 10 + points per domain in LAP-D (in 3 or more domains); Classroom Teachers scoring Low in CLASS Observations (< 3 in any domain); and all first year teachers

Priority 2: Classroom Teachers failing to meet expected gains of 10 + points per domain in LAP-D (in 3 or more domains); and Classroom Teachers scoring HIGH in CLASS Observations **OR** Teachers meeting the expected gains of 10+ points per domain in LAP-D scoring Low in CLASS Observations (<3 in any domain)

Priority 3: Classroom Teachers identified and recommended by Center Manager or Education Area Directors as needing additional support and Classroom Teachers who need support in 1 or 2 domains in LAP-D

Results: 24 (12.9%) Classroom Teachers in Priority 1 group
35 (18.8%) Classroom Teachers in Priority 2 group
33 (17.7%) Classroom Teachers in Priority 3 group

A Plan of Action is developed and implemented for every Priority 1 and 2 Classroom Teacher by Center Manager and Education Area Director. Peer-Mentor Coaches implementing the 3 cycles of the Practice –Based Coaching Model will mentor Priority 3 Classroom Teachers.

Other recommendations: Implement more intentional planning and activities for Individualization; address Dual Language (emphasize the Language of the Day); use and accessibility of Journals and “Me Books”; integrating the use of Kindermusik with Frog Street Lessons especially during Transitions and Physical Motor Development; continue providing staff development in the Head Start Early Learning Outcomes Framework; and provide to parents additional training and activities to work with their children at home.

Nutrition:

HCHSP continues to see problem areas on the submission of forms on a timely basis (1535's, referrals, transfers/drops, and doctor's RX prior to upcoming year or before it expires). A Plan of Action has been developed to identify strategies to support the center staff with the submission of documentation to include training and more intentional monitoring.

Special Services:

HCHSP will continue to work cooperatively with the ISD's Special Education Departments on all aspects of the process (ie., intervention, referral, evaluation, and services).

Transportation/Field Operations:

HCHSP will explore the acquisition of additional playground equipment for children to engage in social/emotional activities such as booths for pretend play and socialization.

Program Governance/Management Systems:

HCHSP will enhance the New Classroom Staff Orientation and Training, to include a process of documenting and recording Criminal Background Checks for school district partnership teachers that assist in the classrooms, and establish a process for properly documenting care giver training. In addition, the Program will continue the development and use of electronic storage of hard copy records that are duplicated annually. The Executive Director will continue to work with the Grantee Board and Policy Council in the revision of the By-Laws to ensure alignment with the new Performance Standards.

Potential Areas of Non Compliance (PANC)

No potential areas of non-compliance were identified by the Self-Assessment teams.

Progress towards meeting Program Goals:

Program Goal 1. : To promote workforce professional development for employees and parents		
Objectives		
A. To support CLASS and increase CLASS scores and Learning Accomplishment Profile-Diagnostic (LAP-D) scores		
B. To implement and expand coaching plan		
C. To increase the number class reliable staff with internal trainers		
D. To recruit and hire more parents as HS staff		
Self-Assessment Results	2015-2016	2016-2017
• # of class reliable personnel	51	60
• # of class reliable mentor coaches,	11	20
• Class scores (Fall)		
○ Emotional support	5.89	5.87
○ Classroom Management	5.36	5.35
○ Instructional Support	4.69	4.78
• LAP-D average scores for all domains from Pre to Mid		
○ Physical Health & Development	+ 11.68	
○ Social Emotional	+ 12.06	
○ Approaches to Learning	+ 13.31	
○ Cognition	+ 13.87	
○ Language & Literacy	+ 10.47	
• Employment of parents	32.8%	34%
• Referrals to adult educations classes	285	298
• # if parents participating in parental training	2,244	1,298
<p>CLASS scores reflect teacher turnover as new teachers become trained. Scores also trend higher after each cycle is completed. LAP-D scores reflect Pre to Mid results which normally trend higher when compare to POST results after the month of May. Parents' participation in training for the school year is trending towards surpassing the previous year's figures as parental engagement focuses on school readiness.</p>		

Program Goal 2 : To increase parental engagement in their child’s educational activities, specifically in the areas of literacy and social emotional development

Objectives:

- A. To train parents to read to their children,
- B. To develop parent trainers,
- C. To promote social emotional activities at home
- D. To secure partners that provide age appropriate books

Self –Assessment Results	2015-2016	2016-2017
• # of registered volunteers	308	383
• # of parents registered to participate to read to children	4,051	5,308
• # of hours parents participate in take-home activities	427,642	180,595
• Parents’ take-home activities available for In-kind	\$5,645,590	\$2,472,256

Fiscal Policies and procedures have been strengthen to ensure that all take-home activities are allowable and reasonable as defined in the Head Start regulations and included as In-Kind contribution for Non-Federal match. Take-home activities’ numbers represent current school year.

Program Goal 3. To promote healthy child development opportunities through parent education in the areas of diabetes, obesity, development delay and the impact of the use of drugs

Objectives:

- A. To conduct trainings on diabetes and drug abuse
- B. To arrange for health screenings
- C. To organize support groups and referrals for parents

Self –Assessment Results	2015-2016	2016-2017
• # of parents participating asthma plans	146	142
• # of anaphylaxis plans	28	36
• Children over 95 th weight –for-height percentile	669	646
• # of health screenings completed	3,690	3,690

An MOU (Asthma) with Texas A&M has now been expanded to include all centers, 285 parents are now taking part in the study.

Program Goal 4. To develop and implement the School Readiness Partnership Model (SRPM) with all school districts in our service area

Objectives:

- A. To sustain School Readiness Partnership Model (SRPM) with our current partnering school districts
- B. To secure new partnerships with non-participating school districts
- C. To address the goals of the School Readiness Plan

Self-Assessment Results	2015-2016	2016-2017
• # of school readiness partnerships	3	8
• # of ISD Teachers in partnerships	42.5	84.5
• # of hours ISD's hours available for In-Kind	32,288	59,612
• Value of ISD's hours available for In-Kind	\$1,337,692	\$2,469,736

Mission ISD has signed our MOU. Donna and Hidalgo ISD's are considering becoming partners in our School Readiness Partnership in the Fall. There is ongoing communication with the remaining school districts for their participation. ISD's teachers' salaries are allowable as In-Kind contributions, 2017 numbers reflect current school year.

Program Goal 5: To expand partnerships with school districts to address infrastructure needs.

- Objective: To plan and explore expansion opportunities with the school districts that includes transportation of children with disabilities, available classroom space and/or supplies.

Self-Assessment Results:

- The program is collaborating with the Pharr-San Juan- Alamo Independent School District's transportation department. Currently the school district is providing a bus, bus driver, and bus aide and transporting eighteen (18) of our program's children at no cost to the program. This partnership also allows the program the opportunity to utilize classroom space in three (3) elementary schools (18 classrooms) at no cost to the program.
- ISD's are providing classroom supplies such as tablets and curriculum resources for the children and teachers.

The program is communicating with the ISD's regarding the need to upgrade playground equipment. McAllen is evaluating providing curriculum support modules for all McAllen Head Start centers.

School Readiness Goals

HCHSP's data continues to reveal that children are meeting and/or exceeding expectations in all areas of development. Data gathered is reflective of progress made for individual children, as well as special populations. Evidence supporting the achievement towards our School Readiness Goals (SRG) is derived from our Learning Accomplishment Profile Diagnostic (LAP-D) instrument on children's individual assessments from the Pre to the Mid checkpoints.

SRG Goals for Physical Well-being and Motor Development Domain

- The children will develop strong and healthy bodies and minds through fine motor skills and gross motor skills
- The children will identify and practice healthy and safety practices

Self-Assessment Results: Domain assessment results demonstrate a gain of 11.68 points, from Pre - 62.54 to Mid-74.22

SRG Goals for Social and Emotional Development Domain

- The children will engage and maintain positive adult, child, and peer relationships and interactions
- The children will display levels of attention, emotional regulation, and positive behavior in the classroom

Self-Assessment Results: Domain assessment results demonstrate a gain of 12.05 points from Pre- 58.97 to Mid-71.02.

SRG Goals for Approaches to Learning Domain

- The children will demonstrate persistence when working with materials and activities seeking new information
- The children will show an interest in various topics and activities, an eagerness to learn, creativity and independence in their interactions with activities and materials

Self-Assessment Results: Domain assessment data demonstrate an average gain in all domain elements of 14.87, from Pre-39.32 to Post-52.63

SRG Goals for Language and Literacy Domain

- The children will receive research base instructional strategies that are appropriate for the development of language and literacy skills through developmentally appropriate literature
- The children who are dual language learners will demonstrate increased competency in literacy and home language while developing proficiency in English

Self-Assessment Results: Domain assessment data demonstrate an average gain in all domain elements of 10.46, from Pre of 31.63 to Mid of 42.09

SRG Goals for Cognition and General Knowledge Domain

- The children will receive an instructional program based on an interdisciplinary format with the integration of logic and reasoning, math, and scientific reasoning
- The children will use observation and manipulation, ask questions, make predictions, and develop hypotheses to gain better understanding of information and activities in their surrounding

Self-Assessment Results: Domain assessment data demonstrate an average gain in all domain elements of 10.47, from Pre-40.88 to Mid-of 54.75.