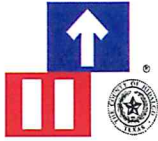


Hidalgo County Head Start Program



Policy Council Regular Agenda

DATE: April 18, 2018

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 29, 2018-February 9, 2018.

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 *afm*

REVIEWED BY: Teresa Flores, Executive Director

EXECUTIVE DIRECTOR'S APPROVAL:

Teresa Flores



Hidalgo County Head Start Program 2018 Annual Self-Assessment Final Report

Introduction:

The Hidalgo County Head Start Program (HCHSP) Self-Assessment is conducted in accordance with CFR 45, Subpart J, 1302.102(b)(2)(i)(ii)(iii) of the Head Start Performance Standards: *“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”.*

Purpose:

HCHSP’s commitment to delivering quality services to children and families in Hidalgo County is demonstrated through ongoing training, coaching practices, and the establishment of monitoring protocols and procedures in accordance to Head Start Standards. HCHSP collects and analyzes data and information from a variety of sources within the program to determine if management systems and program services are being implemented successfully. Additionally, the purpose of the self-assessment is to identify program strengths and to determine areas of improvement thus, enabling the program to deliver the best possible services to children and families. Key insights from the annual self-assessment will help evaluate the program’s progress toward meeting goals, compliance with regulatory requirements, and the effectiveness of professional development and family engagement systems in promoting school readiness.



HCHSP Program Goals are defined as follows:

- *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 Program conducted its annual Self-Assessment on January 29, 2018 through February 9, 2018. An extensive training was conducted on January 18, 26, and 31, 2018 for the Center Managers, the Self-Assessment Team, and the Policy Council respectively. The training included the following: self-assessment process overview, team members and center assignments, instructions for the self-assessment, the documentation and reporting system to be used, and the criteria for identifying the Blue Ribbon Centers. 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
Anel Zepeda, RN

Child Development:

Rebecca Villarreal, Administrator for Education
Homero Carrera, Education Area Director
Hector Guerra, Education Area Director
Karina Larios, Education Area Director
Nadia De Leon, Education Area Director

Nutrition:

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

Special Services (Disabilities):

Edna Snider, Special Services Director
Barbara Montalvo, Special Services Coord.
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.

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
Cynthia Castro, Asst. Administrator for H.R.
Sylvia Garza, Staff Development Director

Transportation/Field Operations:

Oscar Palacios, Field Operations Director
Oliver Solis, Transportation Coordinator

Parent Participation: The Program extends its appreciation to the over four hundred (400) 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.

The Program'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 2017-2018
- 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 2016-2017 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:

- School District Partnerships provide non-federal share of \$4.5 million dollars annually.

- Abila MIP Fund Accounting Software is utilized for budgeting, financial reporting, electronic requisitioning, general ledger, payroll processing, accounts payables, bank reconciliations, expenditure forecasting and analysis.
- Fixed Assets Tracking System (FATS) is utilized to capitalize fixed assets and track fixed assets using a bar code scanner to scan assets at each location.
- E-Services are used in conjunction with the Internal Revenue Service (IRS) to validate vendors W-9 information such as the employer identification number and vendor name. All vendors are confirmed via E-Services to ensure they are registered with the IRS. If a vendor's information does not match with the IRS records then business with the vendor is automatically suspended.
- The Procurement Manual has been revised to correlate with the County's Procurement Manual. Emphasis was placed on 45 CFR Part 75.327 through 75.335 to include the code of conduct.
- Electronic Requisition – The Program utilizes the Accounting Software MIP, which allows departments to initiate purchases from their department budgets and allows the user to review each budget line item account.
- All Contracts contain contract provisions as required under Appendix II to Part 75, "Contract Provision for Non-Federal Entity Contracts under Federal Awards". All Contracts and MOU's are composed and maintained by the Procurement Department, and are reviewed by the Hidalgo County's Legal Counsel before being executed by the Program.

ERSEA/Family and Community Partnerships:

- The Program maintains an active waitlist of over 390 applications (currently 397 applications, which is above the required 10%).
- The Program has met the required 10% enrollment opportunities to children with disabilities (369 children required - current report shows 406 children enrolled).
- The Program exceeds the required 85% Average Daily Attendance.
- The Program's review of ERSEA files was found to be 100% Head Start eligible and in compliance with all supporting documentation.
- The Program maintains a Family Partnership Agreement system that aligns with the Parent, Family and Community Engagement Framework Outcomes and School Readiness Outcomes.
- All families, including recently enrolled children, have completed the Family Partnership Agreement with follow-ups. Documentation also reflects more father engagement.
- All centers have registered parent and community volunteers with appropriate documentation as required.
- The Program 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.
- The Program maintains strong partnerships 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, Region One Educational Service Center, Texas A & M AgriLife Extension and Financial Sustainability.
- The Program established and sustains strong and active partnerships with all school districts in the county. Through MOU's, all children are dual enrolled with ten (10)

school districts and the Program to address School Readiness and receive services from state certified early childhood teachers in every classroom.

- The Program maintains a strong Family Literacy program that promotes a parent/child “Read-Aloud” program, as well as School Readiness take home activities, to include Reading Lending Libraries at all Head Start classrooms.
- The Program 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:

- Abnormal findings on physicals are quickly identified by center staff and are addressed.
- The Program met the thirty (30), forty-five (45), and ninety (90) day deadlines 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.
- The Program’s documentation of daily and weekly health checks continues to be effectively implemented. All documentation is gathered on a monthly basis and reviewed.
- The Program’s classroom and playground safety continues to meet and exceed performance standard criteria program wide.
- The Program ensures that all enrolled children have a medical and dental home to provide preventive and curative care.
- The Program’s partnership and collaboration with Texas A&M University continues to grow. All of the centers have had an asthma presentation

Early Childhood Development:

- The learning areas are well organized and routines are well defined and followed.
- Successful engaging interactions between the teachers and the children are observed.
- The children are on task and actively participating in activities.
- 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.
- The 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.
- The documentation in the children’s records is in compliance meeting all deadlines with LAP-D, DECA, Home Visits, etc.
- The LAP-D scores show an increase from Pre to Mid in all learning areas.
- Scheduled time for Individualization is evident during Learning Centers.
- The School Readiness Partnerships with the school districts are working successfully. 100% of the Program’s 186 classrooms are assigned a district funded certified teacher (22

classrooms with a full time district teacher and 166 classrooms with a half day district teacher).

- There is clear evidence of collaboration, planning and delivery of instruction by the HS teacher, the HS assistant teacher and the district teacher.
- There is evidence of use of children's individual performance data to develop the Child's Individual Plan, to plan for and organize instruction one on one, small group and large group based on need and progress mastery of objectives.
- Proactive-Based Coaching (PBC) Model: Mentor Coaching continues to be implemented successfully which involves PBC trained teachers serving as Peer Mentor Coaches and Education Area Directors serving as Expert Mentor Coaches for priority teachers needing intensive coaching.
- Take home activities are an extension of classroom instruction and support parent engagement.
- This year, the Hidalgo County Head Start Program's pursuit of excellence in early childhood education is further validated by being selected as a "***Statewide Finalist in the 2018 H-E-B Excellence in Education Award!***" Congratulations to All!

Nutrition:

- The Program 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.
- The Program'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.
- The Program's menu and menu planning continues to show exemplary status. Menu surveys conducted this year will help identify meals that children like and don't like to best improve the upcoming school year menu.
- Food safety and sanitation practices exceed the Program's standards. The continuous training and technical assistance has proven to be very effective.
- Monthly meetings with administrative staff have improved the lines of communication.
- The kitchen staff has successfully adapted to the Program calendar requirements of the MOU's with the school districts as they continue to work efficiently and effectively.

Special Services:

- The Program 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. The 10% requirement was met prior to the deadline of mid-year (January 2018).
- The Program and the McAllen ISD Special Education Department continue to work collaboratively through the MOU for the Pre-School Program for Children with Disabilities (PPCD) located at the Austin One-Stop Head Start center. This community based setting allows children who have more significant disabilities to be educated in a least restrictive environment allowing for total inclusion.
- The Program continues to work collaboratively through Memoranda of Understanding with the Local Education Agencies Special Education Departments (11) to establish cooperative working relationships while ensuring that the appropriate services are provided to our special needs children.

- The Program assigns Disability Classroom Assistants (DCA) to classrooms that have children with a more significant disability in order to assist the teacher with all the children, this allows for children with special needs to develop along non-disabled peers.
- The Program continues to work with parents/staff by enhancing their knowledge of their rights under IDEA in order to be better advocates for their children. Training for staff during Pre-Service and throughout the year is provided as needed as well as presentations to parents on various topics. Exposure to various organizations whose purpose is working with families who have children with disabilities is also provided. In October 2017 the Program had a forum for parents on Down syndrome with presentations from the Down Syndrome Association and the Special Olympics Organization. The Program also sent parents to the TEAM MARIO Autism conference in November 2017.
- The Program continues to work with the Early Childhood Intervention (ECI) Agencies allowing eligible children to make the transition into the Head Start Program, by attending the transition meeting and talking with parents about the importance of early intervention.
- The Program continues to work with the Special Education staff that is providing services to our children at the center.

Transportation/Field Operations:

- The Program is currently operating thirty (30) bus routes and eight (8) double routes, assisting the Program in increasing the average daily attendance (ADA).
- The Program's bus routes are completed within one hour.
- A physical count and 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.
- The Program 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 and the Weslaco Independent School District to transport twelve (12) Head Start children, to and from home, at no cost to the Program. Mercedes Independent School District has also indicated their willingness to transport children once we relocate to their MECC campus.
- 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.
- The Program buses are equipped with all the required safety items, copies of each child's application for transportation, signed consent form, child's safety restrained agreement, sign in/out roster, and list of authorized persons to release and receive the child in the afternoon.
- The Program's playground equipment is properly maintained: no paint flakes or blistering; they have from nine(9) to twelve (12) inches of resilient surface exceeding the required six (6) inches where the highest play area is five (5) feet or less; and, they meet the required fall zone distance.
- The Program's playgrounds have more than the required eighty (80) square feet of space per child, are fenced with fencing higher than the required four (4) foot height, are ADA compliant where applicable and adaptive equipment is installed.
- Each playground is policed every morning to remove any undesirable debris and to ensure the environment is safe for children.

Program Governance/Management Systems:

- The Program examined 120 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 Program'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, employee Probationary and Annual Evaluation tracking, and developing data search queries that are used for monitoring personnel needs.
- Currently 34.4% 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 119 positions have been reduced within the past 13 years. The Program continues to provide quality services to 3,690 children and families.
- In collaboration with the Policy Council and Commissioners' Court members, training needs are defined and a Training and Technical Assistance Plan is developed and implemented to address needs.

Recommendations:

Fiscal/Procurement:

The Procurement department will look into updating the item coding system to correspond to the commodity code system as outlined by the National Institute of Governmental Purchasing (NIGP) Commodity Book. The NIGP Code is a coding taxonomy used primarily to classify products and services procured by state and local governments. The Fiscal department will work with vendors to determine if a Direct Deposit system for vendor payments is possible.

ERSEA/Family and Community Partnerships:

A need for additional training on the Family Partnership Agreement in reference to School Readiness activities and individualization on family record keeping has been identified. The Family Services department staff will address each center staff training need accordingly.

Child Health & Safety:

An in depth training on PROMIS is needed to enhance the center staff's skills and enable them to monitor more effectively. The Health Services department staff will address this need accordingly.

Early Childhood Development:

The Program 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 scoring Low in CLASS Observations (<3 in any Dimension); and, failing to meet expected gains of 10+ points in 3 or more domains in LAP-D

Priority 2: Classroom Teachers with a CLASS score of >4 in all Dimensions; but, failing to meet gains of 10+ points in 3 or more domains in LAP-D; or Vice versa (high scores in LAP-D, low scores in CLASS)

Priority 3: Classroom Teachers identified and recommended by Center Manager or Education Area Directors as needing additional support

Results:

- 9 (4.8%) Classroom Teachers in Priority 1 group
- 26 (13.9%) Classroom Teachers in Priority 2 group
- 27 (14.5%) Classroom Teachers in Priority 3 group

An intensive Practice Based Coaching Plan of Action is developed and implemented by the Education Area Director for every Priority 1 Classroom Teacher. And, a Plan of Action is developed and implemented by the Center Manager (with Training and Technical Assistance provided by the Education Area Director) for every Priority 2 Classroom Teacher. Peer-Mentor Coaches implementing the 3 cycles of the Practice –Based Coaching Model will mentor Priority 3 Classroom Teachers.

Other recommendations: Continue working on intentional lesson planning and activities for Individualization involving the team partnership approach (to include Center Manager, Head Start Teacher and ISD Teacher); 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 (HSELOF); focus on Progress Monitoring and evaluating mastery of skills based on Formal and Informal Assessment; work on delivery of instruction to reflect higher order thinking skills (CLASS domain: Instructional Support); ensure that Letter Wall always reflects the weekly Theme and Read-a-Louds; and continue to provide training and activities to parents to work with their children at home.

Nutrition:

The Nutrition Services staff will provide additional training to help make the Family Style meal service more adequate and appropriate. A full review of the Family Style meal service protocol will be discussed. Documentation errors on meal claim forms continue to be a concern. Additional training and technical assistance in this area will be provided accordingly

Special Services:

The Program will continue to work cooperatively with the ISD's Special Education Departments on all aspects of the process (ie., intervention, referral, evaluation, and services). The Special Services staff will continue to train staff on documentation required for center/department files

(ie., ARD/IEP documentation, and Child's File organization). In addition, the staff will continue to assist in developing and/or identifying support groups for specific children needs

Transportation/Field Operations:

The Program will continue to explore ways to recruit and maintain bus driver positions filled. The Program currently has seven (7) Bus Driver positions vacant and two (2) part time and one (1) full time Bus Aide positions vacant. Additional training on Social/Emotional strategies will be provided to the Bus Aides for implementation during the bus route. The Program 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:

The Program will work towards aligning its resources between the Staff Development department and the Human Resources department to have electronic access to employee credentials such as the Child Development Associate Credential. Feedback from the Self-Assessment demonstrated that although all employee credentials are current and maintained in the Staff Development department, the Human Resources department is not consistent with the record keeping of the latest or most recent credential the employee obtained.

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	PY 2016-2017	PY 2017-2018
• # of class reliable personnel	60	47
• # of class reliable mentor coaches,	20	11
• Class scores (Fall)		
○ Emotional support	5.87	5.79
○ Classroom Management	5.35	5.35
○ Instructional Support	4.78	4.30
• LAP-D average scores for all domains from Pre to Mid		
○ Physical Health & Development	+ 11.68	+15.28
○ Social Emotional	+ 12.05	+16.40
○ Approaches to Learning	+ 13.31	+17.24
○ Cognition	+ 13.87	+18.05
○ Language & Literacy	+ 10.47	+13.19
• Employment of parents	34%	34.4%
• Referrals to adult educations classes	298	546
• # of parents participating in parental training	1,298	1,347

Notes:

The number of CLASS reliable personnel reflects staff turnover as new teachers and center managers become trained. CLASS scores normally trend higher after each cycle is completed and it is expected that CLASS scores will show continued noteworthy improvements. LAP-D scores reflect Pre to Mid results which typically drift higher when POST results become available after the month of May. LAP-D and CLASS scores are both positively impacted by HCHSPs' continued implementation of Practice Based Coaching, as we analyze data and outcomes to identify and prioritize teachers that can benefit from continued T&TA in professional development. Parents' participation in Parenting Classes and Fiscal Literacy for the school year is trending towards surpassing the previous year's figures as parental engagement continues to focus on school readiness. Parental training will be enriched by a new research based curriculum being implemented during the 2018 school year.

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	PY 2016-2017	PY 2017-2018
• # of registered volunteers	383	1,753
• # of parents registered to engage in reading to children	5,308	3,984
• # of hours parents participate in take-home activities	180,595	158,931
• Parents’ take-home activities available for In-kind	\$2,472,256	\$2,317,214
• Average Daily Attendance (ADA)	89%	89%

Notes:

Our volunteer documentation such as registration logs for “Read to Children” strategies, parent meeting agendas sign-ins as well as children’s registration for taking books home, continue to show substantial gains in meeting parent engagement outcomes as they align with Program goals. HCHSP reinforces the parental engagement outcomes with continuous follow-ups with families during home visits and daily contacts with parents. Average Daily Attendance (ADA) continues to hover at 89% as each Head Start center works with parents in stressing the importance of school attendance. Prior years ADA averaged 85%. Fiscal Policies and procedures have been strengthened 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 first 8 month of 2018 trending upward to surpass 2017 results.

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	PY 2016-2017	PY 2017-2018
• # of parents participating asthma plans	142	165
• # of anaphylaxis plans	36	55
• Children over 95 th weight –to-height percentile	646	605
• # of health screenings completed	3,690	3690
• # of parents participating in asthma study- Texas A&M	285	1166
• Disability enrollment	504 (PIR)	440

Notes:

Asthma MOU with Texas A&M has been expanded to include all centers; more parents are now taking part in the study. The largest number of diagnosed disabilities thus far is for Speech or Language Impairment 369 or 83%, for 2016-2017(PIR) it was 410 or 81%.

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	PY 2016-2017	PY 2017-2018
• # of school readiness partnerships	8	10
• # of ISD Teachers in partnerships	84.5	104.5
• # of hours ISD's hours available for In-Kind	59,612	110,781
• Value of ISD's hours available for In-Kind	\$2,469,736	\$4,612,945

Notes:

HCHSP has MOU'S with all 14 school districts in the county for disability services. In addition HCHSP has School Readiness MOU's with 10 school districts, where ISD personnel co-teach with Head Start teachers in all Head Start classrooms. ISD's teachers' salaries are allowable as In-Kind contributions. Five (5) Head Start centers reside within school campuses.

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:	PY 2016-2017	PY 2017-2018
School Readiness Partnerships	8	10
Classrooms on ISD's Campus	18	25
# of children transported by ISD	18	30

Note: 604 Head Start students are receiving instructions in 25 classrooms located on 5 local school district campuses; PSJA ISD: Carmen Anaya: 4 classrooms, 88 enrolled; Farias: 6 classrooms, 132 enrolled; Longoria: 4 classrooms, 88 enrolled; Palacios: 8 classrooms, 176 enrolled: Weslaco ISD: Roosevelt: 6 classrooms, 120 enrolled.

In addition to PSJA ISD providing a bus, bus driver and a bus aide to transport 18 children, Weslaco ISD is also providing a bus, bus driver and bus aide to transport 12 children. Moreover, Mercedes ISD has also indicated their willingness to transport children once we relocate to their MECC campus. ISD's are providing classroom supplies such as electronic tablets and curriculum resources for the children and teachers.

School Readiness Goals Objectives and Outcomes

HCHSP uses the **Head Start Early Learning Outcomes Framework (HSELOF)** as an alignment screen to ensure the delivery of a developmentally and linguistically appropriate comprehensive program, using researched based, Texas state adopted curriculum (Frog Street), assessment tools, and effective teaching strategies.

The HCHSP's school readiness goals are developed in accordance with the Office of Head Start School Readiness mandate, which is defined as "the expectations of children's status and progress across the domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development, that will improve readiness for kindergarten goals" and that "appropriately reflect the ages of children, birth to five, participating in the program".

Progress made towards the school readiness goals is measured through the data collected from the Learning Accomplishment Profile-Diagnostic (LAP-D) assessment. This tool is aligned to the Head Start Learning Framework, Texas Pre-Kindergarten Guidelines, Program Goals and the Parent, Family and Community Engagement (PFCE) outcomes, and measures performance beyond the required five School Readiness domains. The LAP-D assessment is administered three (3) times per year. Using this data, the Program is able to target program improvement and ensure accomplishment of the school readiness goals for the essential domains, individually and program wide. Through this process the Program also shares relevant and critical information on children's assessment and performance with parents, staff, community members, the Policy Council and the Grantee Board for feedback and decision making.

Domain: Approaches to Learning

Goal: The children will demonstrate emotional, behavioral, and cognitive self-regulation, show initiative and curiosity, and express creativity in thinking and communication.

Objectives:

1. Children will increase their listening skills.
2. Children will display their creativity through art
3. Children will utilize dramatic roles to portray stories.
4. Children will make discoveries and initiate learning on their own.
5. Children will demonstrate attentiveness cooperating in various curiosities with persistence

Outcomes

Approaches to Learning Domain scores improved from 51.51 to 67.77 a net gain of 16.26 points (31.6%). The related Sub-Domain Creative Arts Expression increased from 26.12 to 44.34 an increase of 18.22 (69.8%).

Domain: Social and Emotional Development

Goal: The children will engage and maintain positive relationships with adults and other children and demonstrate emotional functioning and recognize a sense of identity and belonging.

Objective:

1. Children will recognize their own feelings and manage them appropriately.
2. Children will follow classroom rules, directions and routines.
3. Children will be able to adjust to new situations.
4. Children will exhibit appropriate emotional behaviors.
5. Children will demonstrate self-awareness, direction and independence.
6. Children will establish positive relationship with peers and adults.

Outcomes:

Social and Emotional Development Domain, scores went from a score of 57.42 to 73.82 an increase of 16.4 points (28.56%)

Domain: Language and Literacy

Goal: The children will develop communication, speaking, writing and vocabulary, skills and demonstrate knowledge in phonological awareness, print and Alphabet, comprehension and text structure.

Objective:

1. Children will demonstrate knowledge of the alphabet.
2. Children will explore the world of reading.
3. Children will acquire new words to enhance their conversational vocabulary.
4. Children will be able to follow directions
5. Children will inquire as well as respond to questions.
6. Children will recognize story composition (beginning, middle, end, cover, publisher, author, etc.).
7. Children will write letters and words.
8. DLL children will have opportunities to engage in English reading.
9. DLL children will have opportunities to express themselves in English.

Outcomes:

Language and Literacy Domain: Sub-domain Language Development from 44.81 to 60.58 an increase of 15.77points (35.2%); Sub-domain Literacy Knowledge and Skills from 37.13 to 54.35 an increase of 17.22 points (46.37%); and, English Language Development from 15.17 to 21.74 an increase of 6.57 points (43.3%)

Domain: Cognition

Goal: The children will develop skills in counting, cardinality, operations and algebraic thinking, measurement, geometry, spatial sense and learn how to use scientific inquiry, reasoning and problem-solving.

Objective:

1. Children will demonstrate knowledge of numbers.
2. Children will have opportunities to utilize mathematical operations.
3. Children will demonstrate knowledge of measurements, patterns, and comparison.
4. Children will use appropriate skills to solve problems.
5. Children will observe life science through living things.
6. Children will gain knowledge of physical science.
7. Children will learn about the different type of families and community workers.
8. Children will learn about the physical world and how we move about the world.

Outcome:

In the Cognition Domain, the related Sub-Domains scores reflect the following increases: Logic and Reasoning from 50.84 to 70.07 an increase of 19.23 points (37.82%); Math Knowledge and Skills from 42.85 to 60.62 an increase of 17.77 points (41.47%); Science Knowledge and Skills from 31.64 to 49.41 an increase of 17.77 points (56.2%); Social Studies and Skills from 35.68 to 53.13 an increase of 17.45 points (47.6%)

Domain: Perceptual, Motor, and Physical Development

Goal: The children will exhibit skill acquisition in gross and fine motor, and demonstrate knowledge of self-care skills and personal safety, and knowledge that promote nutritional food choices.

Objective:

1. Children will become self-sufficient in their personal needs.
2. Children will identify healthy foods and how they grow.
3. Children will demonstrate large motor skills.
4. Children will demonstrate fine motor skills.

Outcomes :

In the Physical Health and Development Domain, scores increased from 61.68 to 76.96 showing a gain of 15.28 points (24.7%)