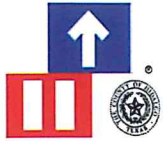


Hidalgo County Head Start Program



Policy Council Regular Agenda

DATE: April 17, 2019

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

RATIONALE/NEED: The purpose of the Self-Assessment is to improve the program's effectiveness. The Self-Assessment was conducted during the week of Monday, March 4, 2019-Friday, March 8, 2019.

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: *Teresa Flores*



Hidalgo County Head Start Self-Assessment 2019





Hidalgo County Head Start Program

2019 Annual Self-Assessment

Final Report

Introduction:

The Hidalgo County Head Start Program (HCHSP) Self-Assessment is conducted annually 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”. The objective is to collect and analyze data and information from a variety of sources within the Program to determine if management systems and program services are being implemented and are working effectively. Management systems ensure well managed programs meet standards for high quality as they create nurturing child development environments, enhance child outcomes and promote positive parent-child interactions.

Purpose:

Hidalgo County Head Start is committed to providing quality services for children and families in Hidalgo County. This is demonstrated through ongoing training, coaching, and the establishment of monitoring practices. The purpose of the self-assessment is to identify program strengths and to determine areas that are in need of program improvement. This will enable the Program to achieve the goal for providing the best possible services to children and families. Each aspect of the Program is carefully examined and the outcomes are analyzed. The findings help focus program improvement efforts on areas where improvement may be needed most and target the use of funding in areas of greatest need.

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 March 4, 2019 through March 8, 2019. An extensive training was conducted on February 5, 20, and 28, 2019 for the Center Managers, the Policy Council, and the Self-Assessment Team 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/Procurement:

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

Child Health & Safety:

Carlota Amezquita, MSN, Health Services Director
Maria Martinez, LVN
Paulita Gonzales, LVN
Yesenia Quintanilla, RN

E.C.Development/Staff Development/Mental H.

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
Melissa Gallegos, Mental Health Counselor
Martha Vara, Education Coordinator
Cristina Longoria, Education Coordinator

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
Azucena Saenz, Compliance and Accountability 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.

Family Services & Community

Partnerships:

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.
Cidelia Monteagudo, Family Services Coord

Transportation/Field Operations:

Oscar Palacios, Field Operations Director
Oliver Solis, Transportation Coordinator

Parent Participation: The Program extends its appreciation to the four hundred and forty-one (441) 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 and the results from the Federal Review CLASS observations
- Children's Pre and Mid Assessment results
- Children's Average Daily Attendance for PY 2018-2019
- 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 2017-2018 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 data from each file was 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 generate \$4.5 million dollars annually of non-federal share contributions to the Program.
- School District Partnerships provide classroom facilities at the school district campuses; and provide bus transportation for several centers.
- 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.
- The item codes within the Requisition module have been expanded to account for individualized items purchased throughout the year.
- The Program has developed a strong collaboration with the County of Hidalgo Purchasing Department.
- One-hundred percent (100%) of the Program's full time employees are on Direct Deposit.

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.
- 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.

Child Health & Safety:

- Abnormal findings on physicals are quickly identified by center staff and are promptly 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. All centers have obtained 100% accuracy during immunization audits performed by Hidalgo County Health Department through-out the school year.
- 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 asthma presentations during the parent meetings, provided through the partnership with Texas A&M University, continue to be a great success. Parents continue to provide positive reviews.

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 LEA Special Education Departments. The 10% requirement was met (November 2018) prior to the deadline, which is mid-year for the program (Jan. 2019)
- The Program continues to work collaboratively through the MOU's with the Special Education Departments to establish cooperative working relationships while ensuring that the appropriate services are provided to our children.
- The Program continues to work with Special Education staff that provide services to our children, such as Occupational, Physical and Speech therapy as well as Educational support for our children at the centers as per their IEP.
- The Program and the McAllen ISD Special Education Department continue to work collaboratively together thru the assignment of one (1) Special Education Teacher at the Navarro Head Start Center; this allows children who have more significant disabilities to be educated in a least restrictive environment allowing for total inclusion.

- 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 our children to develop along non-disabled peers.
- The Program continues to work with parents and staff by enhancing their knowledge of the rights under IDEA in order to be better advocates for their children/students, trainings for staff during Annual Training and throughout the year are provided/ as needed, as well as presentations to parents on various topics and providing exposure to various organizations whose purpose is working with families who have children with disabilities. We continue to partner with the Special Education Departments in promoting awareness of and for students with disabilities.
- 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.

Early Childhood Development/Staff Development/Mental Health:

- The School Readiness Partnership Model (SRPM) with 10 Area School Districts continues working with successful outcomes; 185 classrooms are assigned a district funded certified teacher (21 classrooms are assigned a full time district teacher and 164 classrooms are assigned a half day district teacher).
- There is evidence of collaboration, planning and delivery of instruction as a Team by the Head Start Staff and District Teacher.
- Center Managers are well versed with using CLI/CIRCLE Progress Monitoring and PROMIS system platforms to run and monitor group reports on-going thru out the year.
- Center Managers are increasing their proficiency level and competency level on reviewing CLASS reports and CIRCLE Progress Monitoring reports in order to analyze their Center and Classroom data and make instructional and staff development decisions based on outcomes.
- There is evidence of using children's individual performance data outcomes to develop the Child's Individual Plan. Teachers are intentionally able to plan for and organize instruction - one on one, small group and large group - based on needs and progress mastery of objectives.
- CIRCLE Progress Monitoring Assessment is being utilized by both Head Start and Partnering School Districts and is aligned with the Head Start Early Learning Outcomes Framework, State Pre-Kinder guidelines and our HS Program Goals and Readiness Goals.
- Good Classroom management is evident. The learning areas are well organized and routines are well defined and followed.
- Children are engaged and actively participating; opportunities are provided for children using open- ended questions, higher order thinking skills, leadership roles and allowing for choices.
- Classroom Teachers are delivering quality lessons, applying the instructional process and planning a variety of teaching strategies aligned with CLASS Dimensions and using Frog Street Curriculum and Pacing Guide with fidelity.
- During the Math and Literacy/Language small group instruction, there is evidence that all children are engaged including DLL's and Children with Disabilities.

- Classrooms are implementing the Haggerty Phonological Awareness program routinely and systematically.
- Teachers are incorporating technology lessons in the classrooms.
- Use and accessibility of Thematic Class Books, Journals and Me Books are evident.
- There is evidence of a print rich environment - children's work is displayed with emphasis on the Creative Arts – using a variety of manipulatives, drawings, painting, etc...
- Circle time activities are successful with children interacting in developmentally appropriate and highly engaged lessons.
- CIRCLE Progress Monitoring Assessment scores show an expected growth from Wave 1 to Wave 2.
- Practice-Based Coaching (PBC) Model – Mentor Coaching continues to be implemented successfully which involves PBC trained teachers serving as Peer Mentor Coaches and Area Directors/Coordinators serving as Expert Mentor Coaches for priority teachers needing intensive coaching.
- Parents are involved in their child's learning activities daily – they are very appreciative of the daily communication with teachers and staff.
- Take home activities are an extension of classroom instruction and support parent engagement.
- In the area of Staff Development – the Professional Development Plan (PDP) has been revised; individual goals are focused on intentional staff needs based on data outcomes and training needs.
- Staff is evaluated annually based on meeting their goals and provided with additional training addressing continuous growth.
- Annual Training and Pre-Service Training topics are aligned to Head Start Performance Standards and Texas Minimum Standards for Child Care Licensing.
- Proper Mental Health documentation of children exhibiting challenging behavior and follow-up of Services is in place.
- It is evident that the overall Social, Emotional and Educational Environmental needs of the children are being met and positively impacting their successful behavior outcomes.
- Strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns are being addressed through the Mental Health Process.
- Devereux Early Childhood Assessment (DECA) is being administered as required by Performance Standard 1302.33 to identify behavioral and emotional skills timely and provide support to classroom staff and parents to help address the child's identified needs.
- Texas School Ready (TSR) training institute has been in partnership with our program for several years and currently there are a total of 148 teachers participating in a 3 year commitment and/or have completed the training; an increase from 124 teachers from last year.

Family Services and Community Partnerships:

- The Program has exceeded the required 10% enrollment opportunities to children with disabilities (369 children required - current report shows 516 children enrolled).
- The Program exceeds the required 85% Average Daily Attendance.
- The Program's review of ERSEA files is 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 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 and to address needs of children with special needs.
- 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 Abriendo Puertas curriculum and the Financial Literacy program; Partnerships with the local education agencies also provide English as a Second Language and GED education.

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.
- Thirty-five percent (35%) 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 15 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.

Transportation/Field Operations:

- The Program is currently operating thirty (30) bus routes and twenty-six (26) 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 thirty-four (34) Head Start children; the Weslaco Independent School District to transport thirty-one (31) Head Start children, and the Mercedes Independent School District to transport twenty-six (26) 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.
- 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.

Recommendations:

Fiscal/Procurement:

The Program will continue to work with vendors to establish direct deposit for all payments. The Program will also work towards establishing a computerized time keeping system for all employees.

Nutrition:

Some areas of the Program, specifically center(s) and centralized kitchen(s) are experiencing the inevitable reality of equipment wear and tear. The Nutrition Department will increase purchase

volume of new equipment to address this issue. In addition, a new walk-in cooler/freezer to replace an older system of food temperature management will be added.

Child Health & Safety:

Center staff would benefit from an overall documentation workshop. A need for improving their documentation skills has been identified. In addition, an intensive training on PROMIS is needed to enhance the center staff's skills and enable them to monitor more effectively, preventing monitoring errors and inputting incorrect data. The Health Services department staff will work with the MIS department to address this need 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.

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 is 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 in CIRCLE Progress Monitoring, failing to meet gains of 50% from Wave 1 to Wave 2 on 5 or more sub-tests; and End of Year – failing to meet 75% gain on maximum score on 5 or more sub-tests

Priority 2: Classroom Teachers with a CLASS score of ≥ 4 in all Dimensions; but, failing to meet gains of 50% from Wave 1 to Wave 2 on 5 or more sub-tests; and End of Year – failing to meet 75% gain on maximum score on 5 or more sub-tests on CIRCLE Progress Monitoring

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

Results: 8 (4.3%) Classroom Teachers in Priority 1 group
 29 (15.6%) Classroom Teachers in Priority 2 group
 21 (11.3%) Classroom Teachers in Priority 3 group

An intensive Practice Based Coaching Plan of Action is developed and implemented by the Education Area Directors 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:

*Early Language and Literacy Checklist must be reviewed with staff and ensure that implementation of all classroom designed requirements are in place in order to provide an environment that is conducive to learning.

*Revise Daily Schedule and Lesson Plan format to intentionally focus on individualization and small group instructional designs based on research addressing developmentally appropriate practices.

*Plan appropriately for cognitive transition activities.

*Use data from CIRCLE Progress Monitoring group reports to plan for instruction and individualization.

*Provide parents take home activities from the Children's Learning Institute (CLI) platform based on CIRCLE Progress Monitoring student profile; individualizing the areas of needs based on the assessment.

*Dual Language – need to implement Language of the Day.

*Perceptual, Motor and Physical Development /Outdoor Play equipment and materials need to be replaced.

*Maintenance of facilities is a concern...painting classrooms, replace furniture and carpets, etc.

*Continue to provide teachers and classroom staff with positive behavior strategies to identify and support children with mental health and social and emotional needs.

Family Services and Community Partnerships:

The overall children's attendance is in compliance; however, a more intentional individual child's attendance plan, for better parent accountability, will be fully implemented.

Program Governance/Management Systems:

The Program will finalize the implementation of the newly acquired software for Human Resources that shares data with the MIP financial software system. This will improve data analysis and aggregation in coordination with payroll data.

Transportation/Field Operations:

The Program has prepared a Supplemental Funding Application to purchase additional buses, reduce bus repair expenses and enhance salaries for all bus drivers with the anticipated saving.

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 2017-2018	PY 2018-2019
• # of class reliable personnel	47	78
• # of class reliable mentor coaches,	11	33
• Class scores		(CLASS Federal Review)
○ Emotional support	5.79	6.06
○ Classroom Management	5.35	5.92
○ Instructional Support	4.30	2.39
• Employment of parents	34.4%	35%
• Referrals to adult educations classes	546	435
• # of parents participating in parental training	1,347	1554
• CIRCLE - average scores for all domains	PY 2018-2019 Wave 1 English Spanish	PY2018-2019 Wave 2 English Spanish
○ Physical Health & Development	11.51 12.10	17.34 17.57
○ Social Emotional	32.13 32.82	42.27 42.00
○ Approaches to Learning	11.57 11.49	17.49 17.45
○ Cognition	8.39 9.85	12.25 12.92
○ Language & Literacy	4.30 3.63	8.12 7.35

Notes:

This year is the first year the Program is utilizing the **CIRCLE Progress Monitoring** assessment in its entirety through-out the Program. We no longer use the LAP-D assessment to assess children. The score comparison is from Wave 1 and Wave 2 of the current year. Next year we will be able to compare scores from this year to next. CIRCLE Progress Monitoring and CLASS scores are both positively impacted by HCHSP's 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 has been enriched by a new research based curriculum, **Abriendo Puertas** being implemented during the 2018-2019 school year. Referrals to adult education classes have been impacted positively as more parents are better prepared as they enter Head Start.

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 2017-2018	PY 2018-2019
• # of registered volunteers	1,753	1908
• # of parents registered to engage in reading to children	3,984	4500
• # of hours parents participate in take-home activities	158,931	189,163
• Parents’ take-home activities available for In-kind	\$2,317,214	\$2,894,548
• Average Daily Attendance (ADA)	89%	89%

Notes:

Parents continue to demonstrate interest in their children’s education as we see notable increases in the number of volunteers and in parents’ participation in reading to their children. Take-Home activities comparisons include actual numbers from August 2018 to February 2019 plus March through May 2019 estimates (based on prior year).

Average Daily Attendance (ADA) continues to hover at **89%** as each Head Start center works with parents in stressing the importance of school attendance. The newly developed PROMIS alerts and reports, along with a formalized **“Child’s Individual Attendance Plan”**, are expected to increase our ADA. 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.

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	PY
	2017-2018	2018-2019
• # of parents participating asthma plans	165	137
• # of anaphylaxis plans	55	65
• Children over 95 th weight –to-height percentile	605	673
• # of health screenings completed	3,690	3,690
• # of parents participating in asthma study- Texas A&M	1,166	1,043
• Disability enrollment	440	516

Notes:

Over the past three (3) years our efforts in combating Asthma, through our partnership with Texas A&M, are beginning to impact our families positively as families are less symptomatic.

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	PY
	2017-2018	2018-2019
• # of school readiness partnerships	10	10
• # of ISD Teachers in partnerships	104.5	104.5
• # of hours ISD’s hours available for In-Kind	110,781	119,711
• Value of ISD’s hours available for In-Kind	\$4,612,945	\$4,987,129

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. In-Kind hours and dollar equivalency are based from August 2018 to February 2019 plus March through May 2019 estimates (based on prior year). Ten (10) 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 2017-2018	PY 2018-2019
School Readiness Partnerships	10	10
Classrooms on ISD's Campus	25	54
# of children transported by ISD	30	91

Note: 1,157 Head Start students are receiving instructions in 54 classrooms located on 10 local school district campuses; **PSJA ISD: Carmen Anaya:** 4 classrooms, 88 enrolled; **Farias:** 6 classrooms, 127 enrolled; **Longoria:** 4 classrooms, 88 enrolled; **Palacios:** 7 classrooms, 154 enrolled. **Weslaco ISD: F.D. Roosevelt:** 6 classrooms, 120 enrolled. **McAllen ISD: T. Roosevelt:** 6 classrooms, 120 enrolled; **Navarro:** 10 classrooms, 200 enrolled. **Mission ISD: Captain Joaquin Castro:** 3 classrooms, 60 enrolled. **Mercedes ISD: Mercedes:** 6 classrooms, 160 enrolled. **Hidalgo ISD: Hidalgo:** 2 classrooms, 40 enrolled
In addition to PSJA ISD providing a bus, bus driver and a bus aide to transport **34** children, Weslaco ISD is also providing a bus, bus driver and bus aide to transport **31** children, and Mercedes ISD is providing a bus, bus driver and a bus aide to transport **26** children. 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 CIRCLE Progress Monitoring 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 CIRCLE Progress Monitoring 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 (Approaches to Learning Expanded; Art/Creativity & Dramatic Play) scores improved from **11.57** in Wave 1 to **17.49** in Wave 2, a net gain of **5.92** points in the English assessment, and from **11.49** in Wave 1 to **17.45** in Wave 2, a net gain of **5.96** points in the Spanish assessment.

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 **32.13** in Wave 1 to **42.27** in Wave 2, a net gain of **10.14** points in the English assessment, and from **32.82** in Wave 1 to **42.00** in Wave 2, a net gain of **9.18** points in the Spanish assessment.

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 (Early Writing Skills, Speech Production & Sentence Skills, Motivation to Read, Rapid Letter Naming, Rapid Vocabulary, Phonological Awareness, Optional Phonological Awareness, Letter-Sound Correspondence, Story Retell & Comprehension, and Book & Print Knowledge) scores improved from **4.30** in Wave 1 to **8.12** in Wave 2, a net gain of **3.82** points in the English assessment, and from **3.63** in Wave 1 to **7.35** in Wave 2, a net gain of **3.72** points in the Spanish assessment.

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 (**English:** Math, Optional Math, Science, and Social Studies; **Spanish:** Science, and Social Studies) scores improved from **8.39** in Wave 1 to **12.25** in Wave 2, a net gain of **3.86** points in the English assessment, and **9.85** in Wave 1 to **12.92** in Wave 2, a net gain of **3.07** points in the Spanish assessment.

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 Development and Health Domain, scores increased from **11.51** in Wave 1 to **17.34** in Wave 2, a net gain of **5.83** points in the English assessment, and from **12.10** in Wave 1 to **17.57** in Wave 2, a net gain of **5.47** in the Spanish assessment.