

# **Self-Assessment Results**

# Hidalgo County Head Start Program



## Policy Council Regular Agenda

**DATE:** May 20, 2020

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

**RATIONALE/NEED:** The purpose 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 (program governance, record-keeping and reporting, ongoing monitoring, self-assessment, human resources, and fiscal management) ensure well-managed programs, with integrated systems, meet standards for high quality as they create nurturing child development environments, enhance child outcomes, and promote positive parent-child interactions. The Self-Assessment was conducted during the weeks of January 27, 2020-February 7, 2020.

**RECOMMENDATION:** Administration recommends approval.

**COST:** N/A

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

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**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 2020 Annual Self-Assessment Final Report

## **Introduction:**

The Hidalgo County Head Start Program (HCHSP) conducts an annual 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)**

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.

## **Purpose:**

The purpose of the Self-Assessment 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 (program governance, record-keeping and reporting, ongoing monitoring, self-assessment, human resources, and fiscal management) ensure well-managed programs, with integrated systems, meet standards for high quality as they create nurturing child development environments, enhance child outcomes, and promote positive parent-child interactions.

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. Additionally, the purpose of the self-assessment is to identify program strengths and to determine areas that may be in need of improvement. This will enable the program to deliver the best possible services to children and families. Each aspect of the program is carefully examined and the outcomes are analyzed. Key insights from the annual self-assessment will help us 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:

- 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 27, 2020 through February 7, 2020. An extensive training was conducted on January 15, 16, and 23, 2020 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:***

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

### ***Child Development:***

Connie Casas, Administrator for Education  
Karina Larios, Education Area Director  
Hector Guerra, Education Area Director  
Nadia De Leon, Education Area Director  
Cristina Longoria, Education Coordinator  
Cidelia Montegudo, Education Coordinator  
Karen L. Brouwen, Education Coordinator  
Melissa Gallegos, Mental Health Counselor

### ***Nutrition:***

Gilbert Silva, Nutrition Director  
Yadira Garcia, Nutrition Coordinator  
Aurora Figueroa, Nutrition Coordinator

### ***Special Services (Disabilities):***

Edna Snider, Special Services Director  
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  
Irma Garza Acuna, Family Services Coord.  
Hermelinda Corona, Comm. Part. Coord.

**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  
Azucena Saenz, Compliance Director

**Transportation/Field Operations:**

Oscar Palacios, Field Operations Director  
Nick Castillo, Transportation Coordinator

**Parent Participation:** HCHSP extends its appreciation to the four-hundred and ninety-three (493) 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 2019-2020
- 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 2018-2019 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 generate approximately \$4.5 million dollars annually of non-federal match contributions to the Program by providing state certified school district teachers and classroom space at some school district campuses. They also provide bus transportation for several centers.

- A Certified Independent Appraiser has been secured to establish a current fair market value on real property and space donated by local school districts to be used for valuation and non-federal match.
- The Program has established a strong collaboration with the County of Hidalgo Purchasing Department.
- Abila MIP Fund Accounting Software is utilized for budgeting, financial reporting electronic requisitioning, general ledger, payroll processing, accounts payable, bank reconciliations, expenditure forecasting and analysis, fixed assets, and Human Resources Management.
- Electronic Funds Transfer (EFT) module was recently implemented for submitting electronic payments to vendors.
- The Program utilizes E-Services access through IRS website to verify Vendor W-9's.
- MIP Requisition module item codes have been expanded to account for individualized items purchased throughout the year.

**ERSEA/Family and Community Partnerships:**

- The Program has met the required 10% enrollment opportunities to children with disabilities (369 children required - current report shows 470 children enrolled).
- The Program exceeds the required 85% Average Daily Attendance (current report shows 88%).
- The independent audit review has found all the ERSEA files to be 100% Head Start eligible and in compliance and include supporting documentation (120 children's applications were reviewed...of those, 115 are 100% income eligible and 5 applications are above the 130%).
- The Program maintains a Family Partnership Agreement system that aligns with the Parent, Family and Community Engagement Framework Outcomes and School Readiness Outcomes.
- All Program families, including recently enrolled children, have completed the Family Partnership Agreement with follow-ups. Documentation also reflects more father engagement.
- 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 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.
- The Program maintains a strong Family Literacy program that promotes a parent/child "Read-Aloud" program, 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:**

- All centers met the thirty (30) day deadline as required by Head Start Performance Standards.
- 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.
- A firm Medication Administration Procedure has been established and center staff continues to refine their skills at administering medication through continuous training and monitoring.
- 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.
- Health Services department staff utilizes myHeadStart.com to monitor and track children's health status.

### **Early Childhood Development:**

#### Partnerships:

- Implementation of the School Readiness Partnership Model (SRPM) with 10 area school districts continues to produce successful outcomes for students, parents, and education stake holders.
- The districts have assigned 184 Head Start classrooms with which include 49 full time district teachers and 135 half day district teachers.
- There is evidence of intentional planning and delivery of instruction by the Head Start Staff and District Teacher that occurs daily.
- A designated contact person for every district is in place which provides a 2-Way Communication between Head Start and the school district.
- The SRPM provides the children and parents a smooth transition from Head Start into the public school system.
- Each classroom has 3 adults that work together to prepare students for school with child teacher ratio average of 7:1.

#### Data:

- Center Managers are developing on how to use CLI Engage platform, CIRCLE Progress Monitoring (C-PM) to generate and monitor group reports that are ongoing.
- Center Managers are increasing their competency level in analyzing CLASS and CIRCLE Progress Monitoring reports for feedback and instructional purposes.
- Center Managers and teachers make instructional decisions using CLASS and CIRCLE-PM data using various reports available.
- Teachers are proficient at assessing and retrieving reports to make instructional decisions.
- Teachers intentionally plan and organize instruction for individualization, small and large groups based on the needs and mastery of objectives. Based on the children's individual performance data outcomes teachers are able to develop the Child's Individual Plan and effectively engage and work with the children as well as involving parents in their child's education.

- CIRCLE Progress Monitoring Assessment is used for instructional purpose and is aligned with the Head Start Early Learning Outcomes Framework, Texas Pre-Kindergarten Guidelines and our Head Start Program and Readiness Goals utilized by both Head Start and ISD Teachers.

Instruction:

- Lending Libraries are available at each center to promote literacy.
- Well-regulated classroom management is evident.
- Children are engaged and actively participating in classroom activities.
- During small and large group instruction, there is evidence that all children and adults are engaged including Dual Language Learners (DLL) and Children with Disabilities.
- Classrooms are implementing Phonological Awareness routinely and systematically based on data to improve instruction.
- Children are consistently using technology based on data in the classrooms via computers, iPads, interactive boards, etc. provided collaboratively by both school district and head start.
- 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 and other instructional resources consistently.
- Classroom environment provides opportunities for whole and small group instruction as well as individualization.
- Each classroom has at least 3 adults either full or half day throughout the program that provides more targeted assistance to the needs of children.
- Emergent writing activities are implemented daily to monitor children's progress. Teachers date and acknowledge the children's writing.
- Print rich environments are visible in every classroom setting which help develop language and foster skills for reading.
- Children's work is displayed through Creative Art activities and Me Books with emphasis on self-expression, authentic work, and creativity using a variety of drawings, paintings, journals, etc.
- Children interact in developmentally appropriate and highly engaged lessons through Circle Time, language and literacy and cognition activities, greeting circle, read aloud, phonological awareness, moving and learning, and closing circle.
- Daily Schedules are visible and evident in each classroom.
- Texas School Ready (TSR) training institute has been in partnership with our program for several years. Currently there are a total of 110 teachers participating in a 3-year commitment and/or have completed the training.
- TSR is also working in partnership with 44 ISD teachers who are currently participating in the 3 year program.
- Conscious Discipline strategies in Frog Street are used to support students' social emotional domain.

### Practice-Based Coaching (PBC):

- Education Coordinators' sole role is to work as instructional coaches with designated teachers.
- Education Coordinators are trained in the Head Start Practice Based Coaching Model.
- A priority rubric is used to identify and classify teachers as Priority 1 and 2.
- Priority 1 and 2 teachers were placed in different priority lists and are receiving coaching from the Education Coordinators, Area Directors, Center Managers and Peer Coaches.
- Area Directors, Education Coordinators, and some Center Managers and Peer Coaches are CLASS reliable.
- A coaching plan is in place and is reviewed and revised according to students' and teachers' needs.
- Implementation of the PBC model compliments the Adult-Child Interaction Pilot Project.

### Family Engagement:

- Parents are involved in their child's daily learning activities that promote shared responsibilities.
- Based on parent interviews, they are grateful for the take home activities that support the parent-child relationship.
- The Head Start Center staff encourages parents to participate in their child's education.
- There is evidence of center staff involving parents through daily communication that promote a healthy school setting.
- Take home activities are an extension of classroom instruction and support parent engagement.

### Mental Health:

- Training has been provided to Center Manager on FLIP IT, a four step supportive strategy to help children learn about their feelings, gain self-control, and reduce challenging behavior.
  - Conscious Discipline is integrated in our daily lesson plan to cultivate emotional intelligence through self-regulation and social emotional learning and discipline.
  - The Devereux Early Childhood Assessment (DECA) is administered as required by Performance Standard 1302.33 to identify children exhibiting behavioral or emotional concerns.
- The Mental Health Process provides support for effective classroom management, positive learning environments and strategies for supporting children with challenging behaviors.
- Proper Mental Health documentation of children is in place to track continual progress of services and to ensure individual needs are being met.
  - Classroom observations and consultations to address teacher, parent, and individual child needs are conducted by our Mental Health Consultants and Counselor to facilitate resources and services on a timely and effective manner.

- Collaboration and communication with intra-departments like special education, health, MIS, and others are conducted regularly.

#### **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 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 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.
- The kitchen staff has successfully adapted to the Program calendar requirements of the MOU's with the school districts.

#### **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 2019) prior to the deadline, which is mid-year for the program (Jan. 2020)
- The Program continues to work collaboratively through the MOU's with the Special Education Departments (9) 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 are providing 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 their 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.

#### **Transportation/Field Operations:**

- The Program is currently operating two (2) regular bus routes and nineteen (19) double routes, assisting the Program in increasing the average daily attendance (ADA).
- All 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.
- The Program collaborates with the Pharr-San Juan-Alamo Independent School District, Weslaco Independent School District and Mercedes Independent School District transportation departments to provide a bus, a bus driver and bus-aide to transport 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's Transportation Department staff has been accident-free for the last nine (9) years.

#### **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 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 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.

### **Recommendations:**

#### **Fiscal/Procurement:**

- There is a need to establish a time clock (punch card) system for time keeping at the centers.

**ERSEA/Family and Community Partnerships:**

- Offer additional opportunities for parents to participate in classroom lessons with their children.
- Offer additional opportunities for parents to participate and support teachers during center field trips.

**Child Health & Safety:**

- The center staff would benefit from a documentation workshop to assist in improving documentation skills (ie., entries should be legible, the use of correct vocabulary and filing documents as soon as they are completed).
- There is a need for staff to become more proficient in our family tracking system, myHeadStart.com to assist in preventing monitoring errors and inputting incorrect data.
- Work on improving the follow-up system for dental and physical abnormal findings.

**Early Childhood Development:**

- The Early Language and Literacy Checklist must be reviewed with staff and ensure that implementation of all classroom requirements are in place in order to provide an environment that is conducive to learning.
- Continue implementing daily schedule, routines, cognitive transitions and lesson plans with fidelity.
- Plan appropriately for cognitive transition activities.
- The Safe Place in each classroom needs to be used with intentionality.
- More evidence of classroom theme and Me Books need to be present or visible.
- A lack of instructional materials at learning centers is evident throughout the centers.
- A plan to replace or replenish instructional materials needs to be in place.
- More training is needed on how to manage learning centers and classroom management.
- Use 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.
- Train center managers and teachers on CLI Engage Platform and Parent Portal.
- Implement Language of the Day with fidelity to provide support for DLL.
- A 3-year plan is recommended for maintenance of facilities like: painting classrooms, furniture, and instructional material for learning center.
- Provide Kindermusik training for all teachers and center managers.
- Continue providing teachers and classroom staff with positive behavior strategies to identify and support children with mental health and social and emotional needs.
- Provide training on documenting child's progress based on Head Start Early Learning Outcomes Framework.
- Train and provide support to all interim teachers.
- Replace and replenish outdoor play equipment and materials.
- Center Managers and Teachers need to monitor and meet all deadlines.
- Training is necessary on how to use My Head Start.
- Center Managers and Teachers need training on how to document and complete the required education forms.
- Provide annual trainings on PBC to Mentor Coaches before beginning the coaching cycle.

- Additional Professional Development training to support center staff on behavior management of children is needed throughout the school year.

**In addition:**

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 will be identified and classified using the following criteria:

**Priority 1** – CLASS score  $\leq 3$  in any Dimension and CIRCLE Progress Monitoring

- Failing to meet 50% of the Maximum Score for Wave 2 in 8 of 16 or more sub-tests
- End of Year – failing to meet 75% of the Maximum Score for Wave 3 in 5 or more sub-tests
- New Teachers

**Priority 2** – CLASS score of  $\geq 3$  in any Dimensions or CIRCLE Progress Monitoring

- Failing to meet 50% of the Maximum Score for Wave 2 in 8 of 16 or more sub-tests
- End of Year – failing to meet 75% of the Maximum Score for Wave 3 in 5 or more sub-tests
- Interim Teachers

**Priority 3** – Teacher in need of additional support

Provided coaching, training and technical support in:

2019-2020	61 teachers
2018-2019	58 teachers
2017-2018	62 teachers

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.

**Nutrition:**

- There is a need for new equipment program wide. This will assist in improving the overall production and facilitate the work produced at each site.
- Additional family style meal service training along with sanitation and safety training needs to be provided.

**Special Services:**

- Continue to train staff on documentation required for center/department files.
- Continue working cooperatively with the Special Education Departments on all aspects of the Special Education process, from interventions to referring to evaluating and finally to services.
- Eliminate the need to transport children to services by getting 100% of the children served on site at the Head Start Centers.
- Work on handicap access for people on wheel chairs. Some parking areas are not paved.

**Transportation/Field Operations:**

- 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.
- Transportation continues to be a great need in our Program.

**Program Governance/Management Systems:**

- The Program will explore the creation of an electronic record that will facilitate monitoring of employee training such as Pre-Service and Annual Training.
- The Program will explore implementing a scanning process to facilitate accessing all employee records regardless of which department receives the information.

**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 CIRCLE Progress Monitoring 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 2018-2019		PY 2019-2020	
• # of class reliable personnel	78		59	
• # of class reliable mentor coaches,	33		18	
• Class scores	(CLASS Federal Review)			
○ Emotional support	6.06		5.74	
○ Classroom Management	5.92		4.99	
○ Instructional Support	2.39		3.89	
• Employment of parents	35%		35%	
• Referrals to adult educations classes	435		59	
• # of parents participating in parental training	1,554		9,127	
• CIRCLE - average scores for all domains	PY 2019-2020 Wave 1		PY2019-2020 Wave 2	
	English	Spanish	English	Spanish
○ Physical Health & Development	*11.52		*17.13	
○ Social Emotional	*30.51		*40.96	
○ Approaches to Learning	*7.72		*17.18	
○ Cognition	8.25	9.07	11.55	12.55
○ Language & Literacy	4.15	3.24	8.18	7.09

#### Notes:

The score comparison is from Wave 1 and Wave 2 of the current year. 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 research based curriculum, **Abriendo Puertas** being implemented during the 2019-2020 school year. Referrals to adult education classes have been impacted positively as more parents are better prepared as they enter Head Start.

\*denotes observables...assessed only in English

**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

	PY 2018-2019	PY 2019-2020
<b>Self –Assessment Results</b>		
• # of registered volunteers	1,908	646
• # of parents registered to engage in reading to children	4,500	5,837
• Average Daily Attendance (ADA)	89%	88%

**Notes:**

Parents continue to demonstrate interest in their children’s education as we see notable increases in the number of parents’ participation in reading to their children. Average Daily Attendance (ADA) continues to hover at **88%** 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.

**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
	2018-2019	2019-2020
• # of parents participating asthma plans	137	156
• # of anaphylaxis plans	65	126
• Children over 95 <sup>th</sup> weight –to-height percentile	673	489
• # of health screenings completed	3,690	3,690
• # of parents participating in asthma study- Texas A&M	1,043	100
• Disability enrollment	*516	*470

**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. The Program continues to surpass the 10% quota for children with disabilities due to the strong partnerships established with the Local Education Agencies (ISD's).

\*denotes numbers at time of Self-Assessment

**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
	2018-2019	2019-2020
• # of school readiness partnerships	10	10
• # of ISD Teachers in partnerships	104.5	116
• # of hours ISD's hours available for In-Kind	119,711	121,510.50
• Value of ISD's hours available for In-Kind	\$4,987,129	\$5,062,127.43

**Notes:**

HCHSP has MOU'S with ten (10) 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 2019 to February 2020 plus March through May 2020 estimates (based on prior year). Eleven (11) 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.

<b>Self-Assessment Results:</b>	<b>PY 2018-2019</b>	<b>PY 2019-2020</b>
School Readiness Partnerships	10	10
Classrooms on ISD's Campus	54	64
# of children transported by ISD	91	103

Note: 1,300 Head Start students are receiving instructions in 64 classrooms located on 10 local school district campuses; **PSJA ISD: Carmen Anaya:** 4 classrooms, 74 enrolled; **Farias:** 6 classrooms, 132 enrolled; **Longoria:** 4 classrooms, 88 enrolled; **Palacios:** 7 classrooms, 148 enrolled. **Weslaco ISD: North Bridge:** 7 classrooms, 140 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:** 8 classrooms, 160 enrolled. **Hidalgo ISD: Hidalgo:** 2 classrooms, 40 enrolled. And, **Edcouch ISD: JRG:** 7 classrooms, 138 children

In addition to **PSJA ISD** providing a bus, bus driver and a bus aide to transport **25** children, **Weslaco ISD** is also providing a bus, bus driver and bus aide to transport **45** children, and **Mercedes ISD** is providing a bus, bus driver and a bus aide to transport **33** 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 **7.72** in Wave 1 to **17.18** in Wave 2, a net gain of **9.46** points.

**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 **30.51** in Wave 1 to **40.96** in Wave 2 ,a net gain of **10.45** points.

**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 **4.15** in Wave 1 to **8.18** in Wave 2, a net gain of **4.03** points in the English assessment, and from **3.24** in Wave 1 to **7.09** in Wave 2, a net gain of **3.85** 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 **8.25** in Wave 1 to **11.55** in Wave 2, a net gain of **3.3** points in the English assessment, and **9.07** in Wave 1 to **12.55** in Wave 2, a net gain of **3.48** 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 **11.52** in Wave 1 to **17.13** in Wave 2, a net gain of **5.61** points.