



# Hidalgo County Head Start Program

## 2022 Self-Assessment



### Table of Content

#### Introduction:

Page 1

#### Purpose

Page 2

#### Goals and Objectives

Page 2

#### Methodology

Page 3

#### Design

Page 3

#### Team Members

Page 3

#### Parent Survey Response

Page 4

#### Areas of Strength and Innovations

Page 5

#### Progress in Meeting Program Goals

Page 9

#### Areas of Recommendation

Page 12

#### Potential Areas of Non-Compliance

Page 14

# Hidalgo County Head Start Program 2022 Annual Self-Assessment Final Report

## Introduction

The Hidalgo County Head Start Program (HCHSP) while back in full force and better than ever for the 2021-2022 academic year, will still need to contend with the challenges of the COVID19 pandemic. Our classrooms remain readily structured and quipped in a state of COVID readiness for the foreseeable future as we remain vigilant for new mutations of the virus. The program nevertheless, remains focused on its goals and objectives. We are able to accomplish the desired objectives and outcomes that support the efforts and dedication of staff and parents.

HCHSP now faces the challenge of reassuring parents that their children’s safest place is in the classroom, and that Head Start staff is prepared to deal with whatever new challenges awaits us. As parents begin to feel more secured and safer in our ability to provide a safe and healthy environment, HCHSP will begin healing their insecurities as we open our doors to parents and volunteers visits in order to re-start the parent-teacher dialogue.



Moving forward HCHSP reassessed and reexamined its processes to make certain that services will be delivered with the same high purpose and intent.

The Self-Assessment will outline the data collected on key program highlights and procedures developed to continue to provide high quality Head Start services to our children and families.

The 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, that 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 deliver 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 enables 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 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.

<b>Program Goals</b>	<b>Measurable Objectives</b>
<b>#1.</b> To maintain funded enrollment and daily attendance at 100%	<ul style="list-style-type: none"> <li>A. To bring back all children for in-person classroom learning</li> <li>B. To Increase average daily attendance</li> <li>C. Establish Class C drivers</li> </ul>
<b># 2.</b> To promote workforce professional development for employees and parents	<ul style="list-style-type: none"> <li>A. To support CLASS and increase CLASS scores</li> <li>B. To strengthen Practice Base Coaching</li> <li>C. To increase the number of CLASS reliable staff</li> <li>D. To provide assistance to employees seeking academic degrees and appropriate credentials.</li> <li>E. To Recruit more parents as Head Start Staff</li> </ul>
<b>#3.</b> To increase parental engagement in their child’s educational activities specifically in the areas of literacy and social emotional development	<ul style="list-style-type: none"> <li>A. To train parents to read to their children &amp; assist in distance learning</li> <li>B. To assist parents with technology and support engagement</li> <li>C. To promote social emotional activities at home</li> </ul>
<b>#4</b> To promote the health and safety of staff, children and families	<ul style="list-style-type: none"> <li>A. To organize trainings on community health issues and communicable diseases</li> <li>B. To arrange for health screenings</li> <li>C. To support COVID testing and vaccination for parents and staff</li> <li>D. To Establish Outdoor Classrooms and integrate nature Curriculum</li> </ul>
<b>#5</b> To sustain the School Readiness Partnership Model (SRPM) with all school districts in our service area	<ul style="list-style-type: none"> <li>A. To address the goals of the School Readiness Plan</li> <li>B. To plan and explore opportunities for districts to provide transportation, classroom space and supplies that includes electronic equipment and internet service</li> </ul>

## 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.

## Design

HCHSP conducted its Annual Self-Assessment on January 31, 2022 through February 11, 2022. A virtual training for the Self-Assessment Team was conducted on January 26, 2022. The following is the composition of the Self-Assessment teams. Each team was asked to identify three major categories; **Areas of Strength and Innovations; Progress in meeting Program Goals; and Progress in meeting Program Goals.**

## Team Members

### **Fiscal:**

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

### **Nutrition:**

Gilbert Silva, Nutrition Director  
Cristina Garza, Nutrition Coordinator  
Aurora Figueroa, Nutrition Coordinator

### **Child Health & Safety:**

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

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

Edna Snider, Special Services Director  
Sonia Balderas, Special Services Coord.  
Mirna Gonzalez, Special Services Coord.

### **Child Development:**

Connie Casas, Administrator for Education  
Karina Larios, Education Area Director  
Hector Guerra, Education Area Director  
Nadia De Leon, Education Area Director  
Zahydee Hernandez, Education Coordinator  
Cidelia Monteagudo, Education Coordinator  
Karen L. Brouwen, Education Coordinator

### **ERSEA/Family & Community Engagement:**

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, Field Operations Manager  
Oliver Solis, Transportation Coordinator

### **Mental Health:**

Melissa Gallegos, Mental Health Director  
Elizabeth Abad, Mental Health Counselor

## Parent Survey

The Hidalgo County Head Start Program utilizes various communication avenues to collect and analyze data. Our internal system is composed of specific processes individualized to each program area.

This year, once again Program Management launched our reconnecting efforts by utilizing our electronic parent survey. This option allows us to better plan for the coming school year as we include the parents' responses about their children's educational development and our readiness to provide Head Start services.

The data collected is summarized as follows:

- When respondents were asked, how would you rate the job Hidalgo County Head Start is doing in helping you during the pandemic? 97.8% rated our program as doing a "Very Good" to a "Good" job in helping parents through the pandemic.
- When asked how concerned are you about your child's physical health? 84.3% of respondents indicated that that they were "Not at all concerned to somewhat concern" about their child's physical health.
- 90.7% of the respondents had no health concerns in their households that would prevent their child from attending in-person learning.
- 50% of parents are willing to support literacy by reading at home to their children, while 48% are willing to assist in the classroom when needed and 42.2% indicated that they would participate in center committees' activities
- 94.2% of parents said that their communications with their child's teacher is "Very Good" to "Good".
- When asked, how well is Head Start preparing your child for public school? 97.4% of respondent parents indicated that we are doing a "Very Good" to a "Good" job.
- 90.6% of parents rated our meals as "Very Good" and "Good"
- 92.3 % of respondents indicated that services provided to special children are "Very Good" to "Good"
- 94.8% rated our communication with them about their child's health status as" Very Good" and "Good"
- When parents were asked, what is the best method of communication to inform you about Head Start activities? 78.5 % preferred text, 73.3% preferred a telephone call and 32.3% would rather receive an email. The remaining 19.3% preferred newsletters and website postings.
- When parents were asked, which medium of public communication do you use to receive your information 31.8% indicated they received their public information via websites, 28.6% through Spanish television and 25.4 % through English television.

The staff extends its appreciation to all those parents who participated in our survey.

**HCHSP'S plan** for this year's Self-Assessment includes the analysis of data collected by myHeadStart family tracking software.

In addition to the analysis of data, the Self-Assessment team reviewed two files from every center (selected at random) for Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) compliance; A Playground Checklist per area (selected at random) was conducted; 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.

## Areas of Strength and Innovations

### Fiscal/Procurement

- The Fiscal and Procurement departments are working as a team to cooperatively provide processes to facilitate accomplishments of program goals.
- 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, and Human Resources Management.
- Human Resources/Benefits module integrated with the Payroll module ensures data can easily and readily be accessible for payroll and HR processing; eliminates the number of times data is entered into the database, saves time, provides less probability of error from occurring and separation of duties is in place.
- EFT (Electronic Funds Transfer) module was recently implemented for submitting online electronic payments to vendors.
- School district partnerships generate approximately \$4.9 million dollars annually of Non-federal Match contributions to the Program by providing school district teachers and classroom facilities at the school district campuses. Some school districts also provide bus transportation for several Head Start centers.
- Certified Independent Appraisal has been secured to establish a current fair market value on real property and space donated by local school districts which is used for valuation of Non-federal Match generating approximately \$3.9 million dollars annually.
- E-Services are accessed through IRS website to verify Vendor W-9's Employer Identification Numbers (EIN's).
- MIP Requisition module item codes have been expanded to account for individualized items purchased throughout the year.
- The Head Start Procurement Department has strong collaboration with the County of Hidalgo Procurement Department.
- The Head Start Procurement Department work vigorously to acquire the necessary emergency supplies as required by CIVID ACF mandates.

### ERSEA and Family and Community Partnerships

- Current program enrollment continues to increase in spite of the pandemic.
- Parents continue to be engaged in their child's daily learning through phone calls, take home activities and during drop off and pick up.
- To facilitate parents registration, the program applications process now includes taking parent information over the phone.

- Staff goes on bus routes to communicate with those families that do not have access to a phone or computer.
- Parents' feedback is very positive as they are able to communicate with teachers daily.
- Parents have expressed feeling secure with safety protocols at their centers.
- The Abriendo Puertas Curriculum and PFCEF take home activities have allowed for parents and their children to engage in quality bonding time at home.
- The collaboration with the local ISDs continues to be a success as more districts make more classroom space available to Head Start children.
- Helping families complete their Family Partnership Agreements using telephone, text and emails, has worked out very well.
- Our "BE SMART, GET A HEAD START" campaign has been launched program-wide with recruitment events being scheduled and facilitated by the Family Services department on a weekly basis. Center staff, along with Family Services Coordinators, attends these events set-up at local area businesses, such as supermarkets, medical offices, and flea market. Centers partake in recruitment drive by parades, driving through neighborhoods with Head Start banners being displayed.
- Recruitment flyers will be distributed by various municipalities using their water utility bill mailouts, over 40,000 in McAllen and over 20,000 in Pharr.
- A new online public announcement was created by the county's public relations department and played on our website and the county's website.

## Child Health & Safety

- The Health and Safety personnel works as part of the team that developed, designed and helped implement the Hidalgo County Head Start health and safety protocols (Hidalgo County Work Safe Plan), that ensured a safe and healthy environment for our staff and children at the centers.
- The Health Services Department has maintained open communication with the Health Advisory Committee to provide information on COVID-19 testing sites, test children younger than five years of age, and provide a safe environment to our staff and children.
- Center staff collects data from parents, physicians, and dentists through, email, text messages, phone, and in person. Monthly notices are given to parents through curbside and during meal delivery.
- Center staff obtains lab results through the Texas Department of Health Laboratory and WIC offices when available.
- Center staff collects data from parents, physicians, and dentists through, email, text messages, phone, and in person. Monthly notices are given to parents through curbside and during meal delivery.
- Center staff and the nurses monitor myHeadStart.com for missing immunizations and provide notices to parents for updates.
- Center staff is required to take three medication administration trainings throughout the schoolyear, which require the Medication Administration Training Checklist to support safe medication administration, safe administration techniques and reporting medication administration errors. The new documentation requires the signature of a witness at the time of distribution to the child, to ensure that all procedures are being followed as per trainings.
- All center managers and SSAs now have access to the ImmTrac2 Texas Registry

## Early Childhood Development

- The program utilized the research-based Frog Street curriculum in every Head Start classroom.
- Working with our school district partners and the Children Learning Institute, the program implements a research-based CIRCLE-PM assessment instrument to measure children’s progress.
- The Program has developed with the Children Learning Institute a platform that offers immediate reports for data analysis and grouping tool for individualization purposes based on assessment scores.
- The program has been able to provide electronic tablets with “Ignite” software to support teaching build school readiness skills. This digital platform, offers reports with real time data that teachers, Center Managers and Administrators are able to use to monitor entry level checkups upon creating child’s profile, classroom progress, average play time, individual support needed throughout the year and exit check-ups towards the end of the school year
- Staff continues implementation of our coaching program, as we analyze and use internal survey data and focus on continuing to enhance our efforts. which consists of implementing the Practice-Based Coaching Program as recommended by the Office of Head Start
- Staff has been provided with professional development in the areas of: CIRCLE Progress Monitoring, Ignite, CLASS, Frog Street Curriculum, Daily Schedule and Lesson Plan Procedures, Pacing Guide and A Day in Head Start, to make sure that they are ready to receive 100% of our children back into our classrooms.
- All classrooms have been redesigned to allow for social distancing, 2 students are assigned per table with plexiglass shields between them.
- The Program designed and implemented virtual at-home instructions during PY 2021-2022 for children that were either absent because of COVID or are receiving At Home/Virtual services.
- Education services staff developed and trained all staff on the “Skill Development Tracking Form” to further strengthen the CIRCLE Progress Monitoring administered three times per year and ensure mastery of skills and prepare children to be Kinder ready.
- HCHSP has resumed most of the practices halted last year due to the pandemic, including the completion of a developmental screening/assessment within 45 calendar days of enrollment date.
- Texas school Ready {TSR} has continued in certain areas of the county.

## Child Nutrition

- By taking advantage of funding wavers by the Texas Department of Agriculture (TDA) the program was able to structure the meal delivery service to include curbside meals as well as home-delivered 5-day bulk meals, which included breakfast, lunch and afternoon snacks.
- Kitchen staff developed the ability to prepare, pack, and distribute multiple meals for curbside meals in addition to in-school meals.
- Kitchen staff developed the ability to forecast meals by collecting the meal count from centers daily.
- Child Nutrition's administrative staff developed the ability to multi-task and adapt to different situations, and staff was able to make sure that special diets were also being prepared.

## Special Services

- HCHSP continues to recruit children with disabilities who have been identified and are receiving services through the LEA Special Education Departments. There are 390 children with disabilities currently enrolled.

- Head Start Staff works collaboratively through the MOU's with the Special Education Departments to ensure that the appropriate services are provided to our children.
- Head Start Staff works with Special Education professionals, such as Occupational, Physical and Speech Therapy that are consulting with parents, via phone or e-mail.
- Our school partners are adapting to specific situation on their campus, such as, Castro Head Start Center staff, who will walk the children from the Head Start (portable building) to the campus and stay with them while the child receives services.
- Our school partners in some cases bus Head Start children to an elementary campus for services due to the Speech Pathologists schedule.
- When a child is out sick, with COVID or otherwise for several days, the parent can request the child receive virtual instruction until he/she returns physically to the Head Start Center.
- The Disability Classroom Assistants are crossed-trained to be utilized to help in the classroom with teacher activities whenever it becomes necessary.

### Mental Health Services

- The program has been successful integrating research-based conscious discipline strategies in the Daily Lesson Plan for every classroom.
- HCHSP staff promotes the participation of children during Greeting Circle time to build a sense of community, foster emotional development and provide opportunities to practice social skills.
- HCHSP personnel encourages the participation of children each day with “The Brain Smart Way” which allows children to unite as one group and connect with each other through various greeting activities.
- Children participate during Closing Circle Time to reflect on daily social commitments made during Greeting Circle Time.
- Staff implements behavior strategies to support children in the areas of initiative, self-regulation and attachment.
- Positive Behavior Support is utilized to identify reasons for challenging behavior, teach alternate approaches, and minimize factors that trigger challenging behavior.
- Staff integrates Trauma-Informed Approaches into our policies, practices, and procedures.
- Successful community partnerships have been established to facilitate access to mental health resources and services for our children, families, and staff.
- Mental Health staff is available to consult with staff and families as needed to secure mental health services.
- Staff utilizes the Monitoring Calendar to prioritize tasks and meet deadlines.
- Accurate record keeping and monitoring of DECA assessment is used to identify children's social and emotional strengths and needs.

### Transportation and Field Operations

- Children Temperatures are taken before entering the bus.
- The buses are disinfected daily after each route and windows are opened for better ventilation.
- Bus routes are done within one (1) hour.
- Some buses are running double routes to accommodate needed attendance and make up for drivers' vacancies.
- No accidents reported during operating year.

- Bus Aides extend the classroom on to the bus by singing, reading and interacting with the children and children are seated from the back to the front in the morning pick up and exit the bus from the front to the back.
- Drivers adhere to program policies and procedures and state traffic laws.
- Playgrounds resilient surfaces were converted to shredded rubber.
- All facilities are kept up to standards.
- The program's warehouse implements a verification process to ensure the quantities being dispersed confirm to the quantities requested.
- A perpetual inventory is also implemented with a monthly physical inventory to identify variances.
- Maintenance vehicles are equipped with GPS to monitor usage and schedule needed maintenance.

## Program Governance/Management Systems

- Staff works well in utilizing and analyzing all documents, federal, state and local as required by Hidalgo County Head Start Policies and Procedures.
- HCHSP Staff is managing the ongoing COVID-19 pandemic protocols using the Work Safe Plan for employees, students and visitors.
- The Program has implemented a process offering 5 additional days for COVID related illness.
- All ISD Teachers have been provided an FBI Criminal Record by being finger printed.
- All ISD Teachers have been provided all required Pre-Service Trainings and/or attended the required Annual Training.
- All ISD Teachers are classified caregivers and counted in the child staff ratio.

## Progress in Meeting Program Goals

### Fiscal/Procurement

- The Program goals and objectives are met by developing a comprehensive budget that meets the financial and administrative requirements consistent with the Head Start Program Performance Standards §1303.5 Limitation on development and administrative costs. The Community Assessment, Annual Self-Assessment, Program Plan, the T&TA plan, PROMIS, and PIR information are used to develop a budget to meet Program goals. In addition, with the Program's MIP Fund Accounting Software, function codes are created to differentiate between administrative and development costs.
- The Fiscal Policies and Procedures clearly outline the duties, functions, and responsibilities in the Finance Department. The procedures detail a step by step process which incorporates strong internal controls and segregation of duties.
- Procurement staff utilizes the Electronic Requisitions to easily track department purchases and availability of funds in department budget line items.
- The approval process for Program purchases, include oversight by the Department Director, Procurement Director, Chief Financial Officer, and the Assistant Program Director.

### ERSEA and Family and Community Partnerships

- Family Services continues to inform qualified parents seeking employment that they receive extra points in the interview as Head Start parents. The (FPA) Family Partnership Agreement is the tool

used to identify family strengths and challenges for obtaining family goals, and providing assistance as needed on an individual basis.

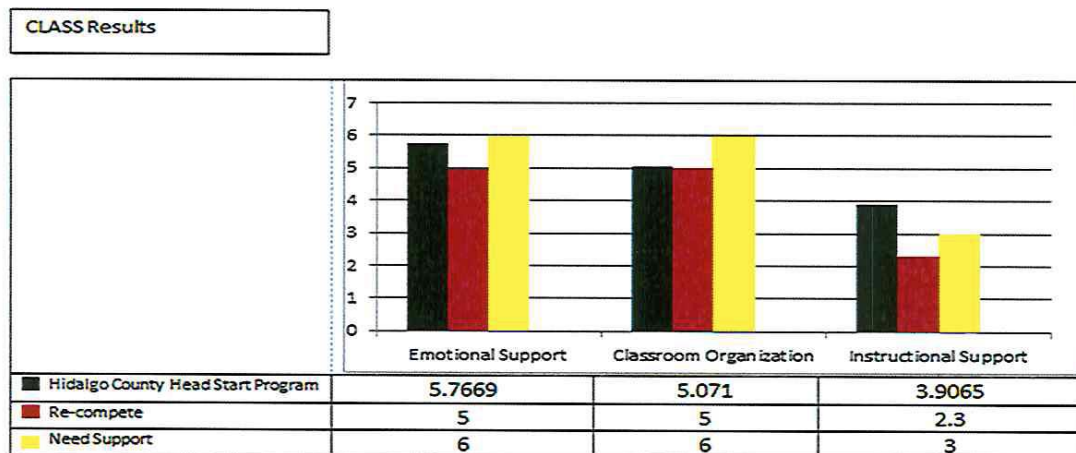
- Center staff uses text messaging by phone, email, WhatsApp, FaceTime, and group messages to communicate with parents in order to maintain enrollment and attendance
- Guidance is provided to parents on how to connect virtually and how to utilize HATCH and the Frog Street Curriculum Portal.
- Teachers engage parents by sending home pictures of children's work and activities in the classroom.
- We continue to monitor My Head Start for daily attendance and follow up criteria from centers.

## Child Health & Safety

- The medical community in Hidalgo County continues to provide sponsorship by working with the Head Start children's health requirements. The Health Services Department has collected 3,042 physical exams and 3,292 dental follow-ups within the available possibilities throughout this pandemic in the 2021-2022 school year. Most of our children continue to secure a medical home and insurance coverage.

## Early Childhood Development

- This year CLASS observations for the fall were conducted face-to-face and we plan to follow the same procedure for the spring of 2022.
- The program was able to increase from 53 to 64 CLASS reliable employees and a total of 5 CLASS Trainers certified by Teachstone.
- Successful partnerships with local ISDs has led to additional Head Start classrooms on school campuses, (76 classrooms on school campuses serving 1,540 children).
- In spite of limitation from COVID we were able to use the data collection tools to determine the progress of our goals and objectives in CLASS, Circle-Progress Monitoring, Hatch, and electronic PBC and Hatch surveys.
- HCHSP began the 2021-2022 program year by highly encouraging the families to send their children for in-person instruction at our head start centers Currently we have 2,947 children enrolled in person, and 653 attended using Home/Virtual instruction.
- The following chart depicts the CLASS scores for Hidalgo County Head Start classroom staff in comparison to the Designation Renewal System



## Child Nutrition

- The Child Nutrition Department distributed the following Traditional Meals, Curbside Meals, Curbside Multiple & Bulk Meals, and Home-delivered Meals:

Month/Year	Traditional, Curbside, Curbside Multiple & Bulk Meals, and Home-delivered Meals
August 2021	42,430
September 2021	108,964
October 2021	129,511
November 2021	112,216
December 2021	91,230
Total	484,351

Total meals = 484,351/4month/4.33 = 22,372 weekly# of meals

- Staff identified and implemented 242 special diets this program year.
- Staff generated 242 referrals for nutritional assessments.

## Special Services

- The 10% enrollment requirement has been met for this program year.
- Head Start staff has developed strong coordination procedures with the ISD's Special Education Staff to complete screenings and evaluations at the centers.
- The ISD's Special Education staff continue to invite the Head Start staff to participate in Virtual ARD meetings.
- Communication between HCHSP and the ISD's Special Education Staff is very strong at all levels.
- Head Start staff is utilizing MyHeadstart software to accurately report on our special children.

## Mental Health Services

- HCHSP is committed to the well-being of children, families and staff.
- Research-based Devereux Early Childhood Assessment (DECA) instrument is used to focus on three protective factors: attachment, self-control and initiative which are closely related to social and emotional development
- Staff integrates Trauma-Informed Approaches into our policies, practices, and procedures

## Transportation and Field Operations

- Goals and objectives were met by transporting children on buses that are up to date with all state and Head Start standards and regulations therefore making the bus safe to operate.

- Currently the program is transporting three hundred seventy-four (374) children in twenty-nine (29) routes.
- All buses were equipped with all required safety items.

## Program Governance / Management Systems

- The programs efforts and policies has obtained an employee COVID vaccination rate of 90%
- 34.11% of HCHSP active employees (642) are current or former Head Start parents.
- Moreover, 46.41% of HCHSP center staff holds a degree in higher education.
- 100% of employees, volunteers, and ISD Teachers have a current Criminal Background Check as required by Head Start Program Standards and the Texas Department of Health and Human Services Child Care Regulation Division.

## Areas of Recommendation

### Fiscal/Procurement

- Electronic time sheets are highly recommended to save time and effort, increase productivity and accuracy and minimize error and data entry.
- Meal claims and reimbursements decreased by 39 percent in 2020 and 34 percent in 2021. Budget costs such as the percentages of custodian's salaries and fringe benefits paid by the Nutrition budget should be absorbed by the Head Start Program budget temporarily until the number of children enrolled and the number of meals served increases as allowed under the Head Start Program Performance Standards §1304.23(b)(1)(i). Additionally, a closer look at food and non-food item expenditures should be monitored to ensure that no excess purchases are made.

### ERSEA and Family and Community Partnerships

- Since parents have expressed their desire of dropping off their children at their respective classrooms, the program will begin to work on a plan to allow parents to drop off and or pickup children in the classrooms.
- Continue with restructured recruitment process.

### Child Health & Safety

- The Center Staff need additional training utilizing myHeadStart system. Staff would benefit from step-by-step videos on how to access and enter data in different areas.

## Early Childhood Development

- Intentional planning and delivery of instruction must occur daily by the Head Start Staff and District Teacher.
- A plan to replace or replenish instructional materials needs to be in place.
- Use CIRCLE Progress Monitoring group reports and CIRCLE Activity Collection to plan for instruction and individualization.
- Learning Center/Individualization time still needs to be refined.
- Education department will conduct a review of Learning Centers/Individualization to determine if we need to revisit the implementation of Learning Centers/Individualization.
- A plan will be developed to refine the implementation and procedures for Learning Centers/Individualization based on outcomes from observations.
- Training for The Learning Centers/Individualization Plan will be provided to all the center and ISD classroom staff.
- After analyzing the results of the CLASS data for the Fall 2021 the education department and the Assistant Program Director concluded that there needs to be more training the area of Instructional Support across the program by hiring outside consultants, partnering with other Head Start programs, using reliable staff at administration to conduct a third observation, or use the results to conduct a re-training of class.

## Child Nutrition

- Provide additional training to center staff to assist in inputting meal documented on H1535 onto my Head Start software.
- Provide additional training for center custodians on milk orders and meal time distribution.
- Train Center Managers to review daily kitchen self-inspection checklist with custodial staff on a monthly basis.
- Provide training for meal counting compliances at the center level.
- Coordinate the collection of Food Allergy & Anaphylaxis Emergency Care Plan with the center staff.

## 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, the Head Start Support Staff have developed good relationships with the Special Education staff.
- In order to eliminate transporting children to services we need to work on getting 100% of the children served on site at the centers. HCHSP currently transports about 20 children to the elementary campus for services.

## Mental Health Services

- Continue implementing Conscious Discipline strategies with fidelity.
- Train and provide support to new teachers and staff.
- Professional Development for center managers to build capacity as instructional leaders.
- Continue expanding staff well-being and implementing an employee wellness program that encourages self-care, healthy coping techniques, and trauma-informed approaches.
- Continue to participate in professional development, webinars and trainings in counseling, education and employee wellness to keep with current trends and new research for effective practice.
- Continue to guide classroom staff to promote a positive and supportive classroom community where children can manage their emotions and behaviors safely.

## Transportation and Field Operations

- The Program needs to hire more bus driver to help increase enrollment and attendance.

## Program Governance / Management Systems

- Staff must continue to transfer data from the SAGE ABRA to the MIP HR Management software.

## Potential Areas of Non-Compliance

Due to the persistence of the COVID-19 pandemic, the Program found itself unable to follow the normal protocols and procedures to meet Head Start Standards for Enrollment and Health requirements, specifically the 30, 45 and 90 day deadlines.

A plan to intensify the Program's recruitment efforts is now in place and will continue to ensure the Program meets the funded enrollment.

Program staff will continue to work with parents to alleviate their fear of COVID-19 and encourage them to visit their medial care provider for screens, exams, and follow-ups.