

**Program Improvement Plan
For the
2025 Program Year**

Content Area/Results of Self-Assessment / Related Performance Standard	Plan of Corrective Action	Required Resources	Person(s) Responsible	Desired Outcome / Goal for Improvement	Projected / Actual Date of Completion
Comprehensive Financial Management Structure and System The monitoring review found the following Area(s) of Concern that reflect areas of performance that are at risk of becoming noncompliant in subsequent reviews. This additional feedback should be addressed to support compliance in this Performance Area. The grant recipient should improve its efforts to ensure that its financial management systems are sufficient to prepare required reports in a timely manner.	The grant recipient identified barriers to timely filing of its Real Property Status Report Standard Form (SF)-429-A, including new fiscal staff members who were unaware of reporting deadlines. The grant recipient continue to explore strategies to support staff in filing reports timely.	Access to Grant Solutions Website	Senior Accountant Grant Manager County Auditor	The program will be in compliance with all comprehensive financial management reports.	Corrected on site

Child Health Services §1302.42 The monitoring review found the following Area(s) of Concern that reflect areas of performance that are at risk of becoming noncompliant in subsequent reviews. The grant recipient should improve its efforts to obtain medical and oral health determinations from a health care professional for all children within the prescribed timeframe.	The grant recipient identified barriers to obtaining medical and oral health are determinations that included families' lack of transportation to attend appointments and parents' challenges with making it to appointments during work hours. The grant recipient will explore strategies to support families in making and attending medical and dental appointments. The grant recipient Licensed Vocational Nurse (LVN) or other Health Care Professional will, under the supervision of a Medical Doctor, provide medical and oral health determination.	Screening Instruments and Reports	LVN Health Care Professional Medical Doctor	The program will be in compliance at all times with all Health and Safety requirements.	May 2025
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Webb County Head Start Local Assessment Team Members

2024 - 2025

Local Self Assessment Monitoring

11/18 - 12/18, 2024

Focus Area 1

Content Area	Monitor	Key Indicators
Program Design	(staff) Linda Payle, Parent Eng Coordinator	F1: Program Design, Management & Improvement (PDMI)
	(PC) Alejandro Navarro, PC Chairperson	
	(PC) Adriana Estrada, Policy Council	
	(Administrator) Aliza Oliveros, HS Director	
Education & Child Development Services	(staff) Stephanie Negrete, Ed. Assist.	F1: Education and Child Development Services (ECD)
	(staff) Karina Lujan, Ed. Assist.	
	(staff) Ruby Negrete, Sp. Service Assist.	
	(staff) Sara Gonzalez, Area Service Manager	
	(staff) Isabel Campos, Area Service Manager	
	(staff) Teresita Ramirez, Family Social Worker	
	(parent) Laura Delgado, Policy Council	
Health Services	(staff) Juanita De Leon, Sp. Service Assist.	F1: Health Services (HEA)
	(staff) Angelica Ramos, Sp. Service Assist.	
	(staff) Raquel Ortiz, Area Service Manager	
	(staff) Mariza Mendoza, Ed. Assist.	
	(PC)	
	(parent)	
Family and Community Engagement	(staff) M. C. Jalomo, FCP Coordinator	F1: Family and Community Engagement Services (FCE)
	(staff) Sylvia Guzman, Family Social Worker	
	(staff) Claudia Rubio, Family Social Worker	
	(staff) Rosa Trevino, Area Service Manager	
	(parent)	
Fiscal Infrastructure	(staff) Margie Guzman,	F1: Fiscal Infrastructure
	(County)	
	(Administrator) Aliza Oliveros, HS Director	
ERSEA	(staff) Karla Valdez, Family Social Worker	F1: Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
	(staff) Adriana Lozano, Family Social Worker	
	(staff) Marbela Elizondo, Family Social Worker	
	(staff) Nora Rodriguez, Sp. Service Assist.	
	(staff) Melva Garza, Area Service Manager	

**Webb County Head Start Local Self-Assessment
2024 – 2025 Schedule of Activities**

DATE	TIME	ACTIVITY	PLACE	RESPONSIBLE PERSONS
November 8 Management Meeting	12:00	Monitoring Protocol Overview View Monitoring Kickoff Webinar Discussion	Springfield Acres Office	Management Team
November 18	To Be Decided by Content Area Coordinator	Local Assessment Overview & Team Training: Coordinators meet with team members to train, discuss, and assign protocol questions.	To Be Announced by Protocol Content Area Coordinator	All Team Members
November 18 - December 18	8:00 a.m. - 4:00 p.m.	Classroom Observations and Interviews	Center Level / Administration & Coordinators' Offices	All Team Members
December 18	To Be Decided by Content Area Coordinator	Team members meet to finalize report.	To Be Announced by Protocol Content Area Coordinator	All Team Members
December 19	8:00 - 11:30	Turn in reports to Ms Zavala	Jorge De la Garza Office	Team Supervisor
December 20	11:30 – 1:30	Administration, Directors & Coordinators will discuss and develop Program Improvement Plan	TBA	Administration & Management, Staff
January 2025	10:00 a.m.	Report Results to the Policy Council	TBA	Parent Committee and Administration
February 2024	9:00 a.m.	Report Results to the Commissioner's Court	1000 Houston Street	HS / EHS Director

- ❖ Only Head Start Staff and Consultants may review children's folders.
- ❖ Head Start Parents may review their own child's folder.
- ❖ Team members must monitor a minimum of three centers – one per day.
- ❖ Please make appointments with staff for interviews. Many times, we have to leave the office, and we want to make ourselves available to answer questions. All written documentation (notes, report, etc.) will be submitted to Ms Zavala.
- ❖ Head Start staff needs to notify, via-email, Ms Cobos if leaving your assigned center to monitor.

Webb County Head Start Local Self-Assessment Report

Content Area Reviewed: Monitoring and Implementing Quality Education and Child Development Services

Prepared by: Isabel Campos, ASM- Sierra Vista Head Start
Sara Gonzalez, ASM- Finley Head Start
Karina M. Lujan, Education Coordinator Assistant
Stephanie Negrete, Education Coordinator Assistant
Teresita Ramirez, FSW- Little Palominos Head Start
Ruby Negrete, Specialized Services Assistant
Laura Delgado, Parent Prada Head Start

Instrument: FY 2023 Head Start Monitoring Protocol – Focus Area 2

SECTION I: BACKGROUND

The following people were interviewed:

Georgina Rodriguez	Teacher	Sierra Vista Head Start
Yvonne Parks	Teacher	Finley Head Start
Mariana Paez	Teacher	Finley Head Start
Eliza Aranda	Teacher	Floyd Head Start
Gloria Gonzalez	Teacher	Floyd Head Start
Melissa Pedraza	Teacher	Little Palominos Head Start
Susan Gonzalez	Teacher	Little Palominos Head Start
Deborah Esqueda	Teacher	Prada Head Start
Sherry Salazar	Teacher Assistant	LISD- Zachry Elementary
Karla Sanchez	Home Visitor	Sierra Vista Head Start
Karina De la Garza	EHS Teacher	Little Palominos Head Start
Annabelle Garcia	EHS Teacher	Little Palominos Head Start
Patricia Garcia	EHS Teacher	Little Palominos Head Start
Martha Cardenas	CCP Teacher	CCP- Education Center
Yvonne Mancha	CCP Teacher	CCP- Education Center
Claudia Chavarría	Teacher	LISD- Alma Pierce Elementary
Mariza Lopez	Teacher	LISD- Alma Pierce Elementary
Mariana Molina	Teacher	LISD- Alma Pierce Elementary
Mayra Salinas	Teacher	LISD- Heights Elementary
Ana K. Serna	Teacher	LISD- Heights Elementary
Jessica Treviño	Teacher	LISD- Heights Elementary
April Gomez	Teacher	UISD- Finley Elementary

Diana Zertuche	Teacher	UISD- Finley Elementary
Nora Ayala	Teacher	UISD- Perez Elementary
Lucila Ruiz	Sp Serv. Coord.	
Roxanne Garcia	FSW	Sierra Vista Head Start
Claudia Martinez	FSW	CCP- Education Center
Johanna Trejo	FSW	CCP- Education Center
Adriana Lozano	FSW	Floyd Head Start
Raquel Ortiz	ASM	Prada Head Start
Janie Ramos	ASM	UISD- Perez Elementary
Pricila Johnson	ASM	CCP- Education Center
Sandra Peña	ASM	LISD- Zachry Elementary

The following centers were monitored:

Sierra Vista Head Start
EHS Sierra Vista Head Start
Finley Head Start
Floyd Head Start
Little Palominos Head Start
EHS Little Palominos Head Start
Prada Head Start
LISD- Alma Pierce Elementary
LISD- Heights Elementary
LISD- Zachry Elementary
UISD Finley Elementary
UISD- Perez Elementary
CCP- The Education Center

The following reports, documents, instruments, etc. were reviewed:

Child Plus-DRDP Assessment
Scholastic Pre-K on My Way- Fidelity Tool
SAVVAS Three Cheers for Pre-K-Fidelity Tool
Social Emotional- Early Childhood Outcomes and Prekindergarten Guidelines Alignment
ISD Student Notations
BOY LAS scores
Parent Teacher Conference
Daily Schedules
Small group planning
FALL Head Start School Readiness Goals
HSELO Framework
Individualization Notations
Children's IEPs

SECTION II: SUMMARY

Alignment with School Readiness

PM 1.1: The grant recipient uses research-based and culturally appropriate curricula to support child outcomes.

The Creative Curriculum is implemented in the RHS classrooms. We use the Intentional cards and Mighty Minutes throughout the daily routine, Mrs. Susan Gonzalez, teacher at Little Palominos shared. EHS Teacher at Little Palominos, Patricia Garcia, mentioned that she uses the Creative Curriculum for Infants, Toddlers, and Twos in her 12-24 months class. Diana Zertuche UISD teacher from Finley Elementary stated, "We use the Three Cheers for Pre-K curriculum in her Pre-K4 classroom. It is research-based and age-appropriate, with lesson plans planned accordingly". April Gomez, teacher at Finley Elementary added that she also uses Magnetic Reading. For the LISD classrooms, Mrs. Jessica Trevino, Teacher at Heights mentioned that they use Pre-K On My Way and is intended for the early childhood classes.

The process for monitoring curriculum implementation is through The Fidelity Tool and is performed once a year to ensure we are implementing the curriculum to our lessons and daily schedules as stated by Susan Gonzalez. Melissa Pedraza, teacher at Little Palominos added that she uses weekly notations as well. Annabelle Garcia, EHS Teacher at Little Palominos, shared that the Fidelity Tool is used to check if the teachers are implementing labels, ensuring a safe environment, supervision, and the implementation of the curriculum during planning and lessons. Mrs Gomez commented that they monitor by using Benchmark; Tot and Wave throughout the year. As an addition, Ms. Trevino mentioned, "The fidelity tool assesses student growth and our communication with children, ensuring it aligns with Pre-K guidelines".

PM 1.2: The grant recipient uses appropriate screening tools to refer children as indicated for evaluation.

As per Ms. S. Gonzalez "LAP-D's and DECAS are done and results are used to do any modifications needed for their age group. CLASS and Fidelity assess our use of the curriculum and interactions with children's social-emotional skills". Ms. P. Garcia mentioned, "We use the ASQ2 and ASQSE screenings, which are conducted at the beginning of the school year. The results are then sent to the ASM to inform special education, and the process begins to address the student's needs. Parents receive options for programs like ECI. Ms. De la Garza, EHS Teacher at Little Palominos added that ECI Therapists would conduct their session with the child in the EHS class settings.

If any concerns appear on the Lap- D or DECA there is a second assessment to meet with parents to advise them, where the student is at to refer them to an agency Mrs. S. Gonzalez shared. Ms. Pedraza mentioned that she uses parent conferences, DECA strategies, and LAP-D activities to keep track of how the child is progressing. Mrs. Trevino noted that CLI Engage measures students' weaknesses at the beginning, middle, and end. It groups children based on their levels, referencing the generated groups according to these levels and they plan according to their child's needs. In addition, Mrs.

Gomez uses D-Mac (Graph); Skyward (Grade); Iris (Bilingual); MTSS (Process Grades) to keep track of the children's needs.

PM 1.3: The grant recipient uses appropriate ongoing child assessment tools to understand and support children's abilities and progress and to individualize for every child.

The assessment we use is ChildPlus DRDP, aligned with their developmental stage. The school readiness goals are aligned to the age group of 3 to 4-year-olds. (S. Gonzalez) M. Pedraza individualizes for ICP – Group according to Group 1 – Independent; Group 2 – Struggles w/Behavior; Group 3 – Severe Concerns. EHS teacher, P. Garcia explained that they are currently using the DRDP assessment on Child Plus to record observations and evaluate each child's progress. This assessment allows us to complete checkpoints for the fall, winter, spring, and summer. We use the school readiness goals to guide our activity planning, focusing on the following domains: Approaches to Learning (ATL), Social and Emotional (SE), Language and Literacy (LL), Cognition (C), and Physical, Motor, and Perceptual Development (PMPD). If a student has an Individualized Family Service Plan (IFSP), we align our objectives with their personal planning. LISD and UISD teachers shared that they both use the CLI Engage Assessment. Mrs. Trevino explained that aside from using the CLI Engage assessment, which evaluates children's participation levels daily to ensure they meet specific skills, on Fridays, they conduct a self-made assessment that is observed verbally.

PM 2.1: The grant recipient's staff identifies effective teaching strategies that are responsive to children's needs.

Mariana Paez, teacher at Finley Head Start, shared that at the beginning of the year, she starts with observations to see how the children are adjusting to the classroom environment. From there she individualizes to meet every children's needs by doing the LAP-D and see what level they are at. She checks if any of my student are under an IEP. If so then she starts, doing activities that will meet the child's needs. Three checkpoints throughout the year are done to see the children's learning levels and the education Department provides the SRG's to create ICPs for the children's learning levels. For my Spanish speakers I give my lesson in Spanish and English and everything in the classroom is labeled in both English and Spanish. Claudia Chavarria, teacher at Alma Pierce Elementary, explained first we test the children to see what level they are and group them, if they are low, we give them more hands on activities but we do more oral instruction. For the dual language, clarified in Spanish so the children have more knowledge. For the disabilities, we need to check for some who already come with those plans or if they need testing, we need to refer them so they do not get behind.

Yvonne Parks, teacher at Finley Head Start stated "During the home visit I advised the parents what I am working with in school, for example if the child needs help in his/her writing skills, identifying letters or numbers, for them to work with them at home. We will be working here at school based on the data of a report on the outcomes given by education, from the SRG's we work with the children individualizing each one.

We do the CLI 6 weeks testing, from that data we reduce the grouping, also if they need extra help we do more time with the groups or a one-to-one. We use the CLI assessment three times a year and we share with parents and TA to share with parents during Home Visit. We also share changes with parents through class Dojo to communicate the changes. Mariza Molina, teacher at Alma Pierce Elementary.

PM 2.2: The grant recipient develops engaging learning environments that promote healthy development for enrolled children.

Mrs. Parks mentioned that they do nutrition activities Mondays and Fridays. They introduce children to different foods, I am moving I'm learning, smoke free curriculum, and expose the children to foods by color and taste for those who are not familiar with the food. They also do nutrition activities Wednesdays once a month. Parents can also come, for example, parents came to have breakfast and decorate a pretzel together. Parents are encouraged to do some activities such as walking or going to the park. Claudia Chavarria, teacher at Alma Pierce Elementary, explained that she uses visual aids because children cannot understand 2-3 step directions. They need to have a routine and pictures so they can know what they can do next such as a schedule. Mariza Lopez said, "I individualize my students by using their level from the data outcomes. I also use items to help some of my students such as; having pictures, item with textures for them to touch, Linking chain to create letters and pattern blocks".

PM 2.3: The grant recipient uses home visits and group socializations to promote parent engagement and extend children's learning.

Karla Sanchez, EHS Home Visitor, explained that they work with PAT (parents as teachers) we do a lesson plan and plan the activities for parents to do with the children. We show parents how to do the activity so they can do it with the children. For socialization we encourage families attend because it is important for the parents to come for socialization and is one of home base requirements if they want to come for center base. We also encourage parents to participate by giving door prizes; provide activities here with them, having community resources as well, including people from different places such as SCAN, AP Salud, and ECI. Keeping handouts also for PAT, depending on what they want to work with or what they need to improve, because we have children under ECI, speech, or occupational therapy that need help in those areas, so with the community we get different handouts and give them to parents.

P M 3.1: The grant recipient has qualified education staff members.

Raquel Ortiz, ASM at Prada, said she follows a licensing checklist that ensures that all the staff are meeting the qualifications. A licensing representative checks yearly to ensure that all staff is meeting the qualifications. Nora Ayala, teacher at Perez Elementary, mentioned that they receive trainings every year and she tries to stay up to date with news and magazines. Pricila Johnson, ASM at The Education Center, added that the program provides annual trainings and background check are done. Trainings are provided at the beginning of the year and throughout the year. Trainings can be virtual, in person, online or self-guided. Staff is required to meet the necessary training hours to comply with licensing.

PM 3.2: The grant recipient establishes a system of professional development to support the delivery of quality education and child development services.

Deborah Esqueda, teacher at Prada Head Start, referenced to the Professional Development Plan, better known as the PDP, is completed at the beginning of the year. The staff, a professional and a personal select two goals; these goals are reviewed by the ASM in December and at the end of the year. If the goal is met, we select a new one. Sandra Peña, ASM at Zachary Elementary, mentioned that she conducts meetings with her staff to address any situations that need to be improved. Trainings are given

throughout the year and anyone needing extra support is provided with it.

P M 3.3 The grant recipient uses a researched based coaching strategy for education staff to support staff to use effective teaching practices.

The Education Dept. provides intensive coaching that is research based. Coachees are selected using the CLASS and Fidelity Tool scores. Staff can be recommended to be coached based on their needs. The LISD teachers are provided with coaching by Mrs. Camacho. Sandra Pena mentioned “Mrs. Camacho the dean of child development makes sure teachers are following the units. She observes that the guidelines are being followed”. The UISD teachers are provided with coaching by their education dean Mrs. Cuellar. Janie Ramos, ASM at Perez Elementary, stated that Mrs. Cuellar helps the teachers implement the lesson and meets with the staff monthly to guide them. The coach observes the teacher and provides feedback. Together they come up with a plan, in which they will work on to meet the goals. Coaching is done twice a month. Upon every coaching session, the coach provides the coachee with feedback and activities for them to implement and meet their goal. Once the goals is met, the coachee receives a certificate. If more assistance is needed the coachee may continue to receive coaching sessions.

PM 4.1 The grant recipient establishes intentional transition strategies for Head Start and

Karla Sanchez, EHS Home Visitor at Sierra Vista, shared “Home Visitor conducts 2 visits a month with pregnant mom’s and provide handouts from the PAT curriculum with other trainings that are given by the nurse (Ms. Cruz). Once the baby is born, she tells FSW and Ms. Cruz for the plan visit. At that time, documents are requested such as the crib card, hearing and immunization, once enrolled FSW will let them know when they will start visit with the baby. Roxanne Garcia, FSW at Sierra Vista, explained that the Homebase transition planning form is done at 2.6-2.9 and they prepare the families when child is ready to come into the centerbase. If no vacancy when child turns 3 years old, other options are given to parent such as 2 additional months and a list of daycares that are around her area. Homebase to Centerbase child needs to be 12 months and parent or guardian need to be working or going to school and meet income guidelines in order to be enrolled in an EHS classroom. When child turns 4 years old, student list is given to the FSW at the ISD for Prek- 4 enrollment.

Lucila Ruiz, Sp. Ser Coord., added that record keeping is done in child plus under Education by completing the Transition Planning and transition log, EHS/CCP child visit the HS classroom. A Transition Conference is done with the collaboration of both school districts and ECI and specialized services work with parent to create a plan to address child’s needs- Ms. Trejo and Ms. Payle get involved to plan the conference

Committee is form during the transition plan and with the permission of the parent – the health summary is provided to the ISD and for Education the child’s profile developmental assessment. Also, the family visits their home school during the Kinder Roundup to register their child for kindergarten

SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE

**Webb County Head Start
Local Self-Assessment Report
December 2024**

Content Area Reviewed: Focus Area 1, Focus Area 2, Focus Area 3 Focus Area 4

Prepared by: Juanita De Leon Raquel Ortiz
Angelica Ramos Marissa Mendoza

Instrument: **FY 2025 Head Start Monitoring Protocols - Focus Area One**

SECTION I: BACKGROUND

The following people were interviewed:

Mrs. Maria Yanez FSW
Mrs. G. Coronado, ASM
Mrs. R. Trevino ASM
Mrs. M. Ventura, Teacher
Mrs. M. Soto ASM
Mrs. J. Ramos ASM
Mrs. B Valle, Teacher
Mrs. Monica Tellez, Teacher
Mrs. Melva Garza ASM

Mrs. D. Garcia ASM
Ms Esqueda, Teacher
Ms. Arguello, Teacher
Ms Claudia Martinez FSW
Mrs. Karla Sanchez Home Visitor
Mrs. Maricela Castro Home Visitor
Mrs. C. Rubio FSW

The following centers were monitored:

L. Folks, Veterans, L. Palominos
CCP, SV, EHS, HV
Floyds, JC Martin, Prada

Larga Vista, Perez, Centeno

The following reports, documents, instruments, etc. were reviewed:

3011(Missing Event) 3501 (Management report Disabiliy) , 4120 (Referrals Family Services)
Physical & Dental Forms, 3020 Requirements Assessment, 3320 Immunization records, 3010 Health
History, 3016 EHS Health Requirement

Monitoring Protocol 2024 Final Report (Combine/Summarized)

Focus Area One L. Folks, Veterans, L. Palominos Interviewer- Mrs. J. De Leon

Staff were very knowledgeable in all areas of health and oral care. Ongoing Health care and health insurance is always being discussed during enrollment and most of the parents already have a selected PCP either with Private Insurance or Medicaid. For those that don't have insurance, the Family Service Worker will refer families to Gateway and will continue to follow up and assist if needed. A physical and dental are part of the 45 and 90-day requirement to ensure child is healthy to participate and illness will not be an impediment with the child's education. If child does not pass a screening or have a health issue, Sp. Services and at time the nurse will have communication with family to assist and encourage to f/u with their doctor/specialist. Teacher will be notified if child has a health issue by a Referral done and a Sp. Needs at a Glance. Parents are also encouraged to continue with all dental treatments and a copy is requested when treatment is completed. LISD/UISD follow their emergency protocol and have a nurse on campus if a medical issue arises. Referrals are tracked by FSW, ASM, and Sp. Service depending on the referral. Referrals are attached in Child Plus and identified by the use of color flags and teacher continues constant communication on child health progress by doing notes as needed in child's Child Plus file. Health and Mental Health Services do have an Advisory Committee to address program and community needs once a year.

Focus Area 2 Mental Health and Social and Emotional Well Being. Schools Interviewed were Prada, Floyd, JC Martin, Interviewer: Ms. A. Ramos

Program does have active arrangement with Mental Health Consultant and many community resources available to offer the families. A general classroom observation is done and an Individual observation. If a need arises, consultant and staff will meet to discuss and implement recommendation given. Staff will work with families and child area of concerns by following recommendations given by consultant, education, and Sp. Services, strategies recommended and use by both teacher and family at home settings. Teacher will be completing a behavior tracking and progress notes are done. Suspension is a last resource for the UISD/LISD and decision is made by principal. For Head Start, suspension is not a choice. Other recourses are implemented and recommended by Consultant or Sp. Service, and Education. Plans are made and recommendation followed.

Focus Area 3 Develops appropriate administrative safety and policies. Schools interviewed were Larga Vista, Perez, Center – Interviewer: Mrs. S. Ortiz

Safety is every one's responsibility from Administration to Coordinators, Assistants, Teachers, Drivers, etc. Trainings are provided at the beginning of the school year and throughout the school year thru zoom or on site. Monthly safety checklist is done by Sp. Service and ASM. If any repair is needed, a work order is done and will notify maintenance to do repairs. Part of safety are the fire extinguisher service yearly, First Aid/CPR which staff are certified and Lead

test on the water safety is also conducted (reports are posted). When hired, background checks are done and other required documents are requested to insure the safety of the children and some trainings are mandatory for a safe environment. All schools have security camera and safety procedure to follow and practice, like fire drills. Teachers follow safety procedure for children's arrival and dismissal to ensure the safety of the child and staff. All staff were very knowledgeable of all safety protocols if any emergency was to arise. Teachers do follow and practice fire drill schedule monthly and log to ensure safety. Emergency Action Posters are posted in all schools.

Focus Area 4 Expectant Families: Persons interviewed were Home Visitor, ASM, FSW:
Interviewer-Mrs. M. Mendoza

Topic relevant for expectant families, pregnant women and their partners are provided and given to expectant mom before giving birth, and other trainings such as PAT (Parent as Teachers) Curriculum, Prenatal care, Fetal Development, nutrition, smoking risk, alcohol, drugs, labor and delivery, post-partum recovery, parental depression, breastfeeding benefits, safe sleep practice, and infant care. Any concern, red flags are very important to follow up. Newborn visit is scheduled within two weeks of the baby's birth. This home visit is done by the LVN, Ms. Cruz. Visit is done with parent first, asking about over child health and exam, immunization etc... When all paper work is completed, FSW will get ready to enroll if parent agrees to home base program. After that, home visitors start visiting the families. Connections are facilitated thru referrals for expectant families to programs that meet family needs. All families have a family goal and FSW focus on this to make sure family meets set goal. Parents are directed to the WIC Program, or they are also provided with budgeting, expressive classes, resources, etc... Trainings are done virtual or in person. Other referrals can be done to Scan, Project Hope, Head Start's boutique depending on family needs. Head Start staff is very knowledgeable in all areas of focus area 4 and no concerns noted by interviewer.

12/10/24

**Webb County Head Start
Local Self-Assessment Report
December 18, 2024**

Content Area Reviewed: Family and Community Engagement Services

Prepared by: Maria C. Jalomo (FCEC) Claudia Rubio (FSW)
Sylvia Guzman (FSW) Rosa Trevino (ASM)

Instrument: FY 2025 Head Start Monitoring Protocols - Focus Area One

SECTION I: BACKGROUND

The following people were interviewed:

<u>Cinthia Estrada TA, Elza Aranda Teacher, Elizabeth</u>	<u>Priscilla Johnson ASM, Leslie Esquivel PT</u>
<u>Garcia ASM, Adriana Lozano FSW, Patricia Patla</u>	<u>Classroom Aide, Melissa Pedraza Teacher,</u>
<u>FSW, Miriam Gutierrez FSW</u>	<u>Susan Gonzalez Teacher, Annabelle Garcia</u>
<u>Isabel Campos ASM, Roxanne Garcia FSW</u>	<u>Teacher, Claudia Martinez FSW, Johana Trejo</u>
<u>Kenia Villarreal FSW, Gloria Coronado ASM</u>	<u>FSW, Jocelyn Tapia Teacher, Maria C. Jalomo</u>
<u>_____</u>	<u>FCE Coordinator</u>
<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>

The following centers were monitored:

<u>Dovalina Elementary, Henry Cuellar Elementary</u>	<u>Little Palominos EHS/HS, Jorge De La Garza</u>
<u>Floyd Head Start, Sierra Vista EHS/HS/Homebas</u>	<u>Finely Head Start</u>
<u>Larga Vista Head Start, The Education Center</u>	<u>_____</u>
<u>CCP</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>

The following reports, documents, instruments, etc. were reviewed:

Reports reviewed were ChildPlus report 4111, 4003, 4120, 4130, 4140

FSW Home Visit Report, ChildPlus referral Modules, FSW Roster accessible including Family Outcomes Frameworks.

SECTION II: SUMMARY

PM1.1- The interviewees described their methods of communication with families that includes daily communication during arrival/dismissal, communication for absences, via emails/texts/phone calls as needed, Standalone Head Start uses Teaching Strategies parent portal to communicate lesson plans comments and/or concerns, ISD's use class dojo. Staff communicate in family's language of preference. Notices, newsletters, conferences, trainings, home visits, team meetings/staffing take place throughout the school year.

PM1.2- The interviewee stated that there are 22 Family Service Workers with Family Service Credentials. Human Resources (Records Manager) monitors staff qualifications through a tracking system form.

PM2.1- The interviewees described the family partnership process, which begins with building trust and communication with families, completing a Family Needs Assessment which is aligned with the Parent, Family and Community Engagement Frameworks. Assessment includes open ended questions and is completed at the beginning of the school year to develop a Family Partnership Agreement based on the individual needs of each family. Monitoring of the family goal is an ongoing process and the FCE Coordinator monitors the goal progress according to the plan (I-weekly, II-monthly or III semi-monthly) to make sure that the communication between family and Family Service Worker is being done. The Family Outcomes Assessment is monitored 3 times per year in order to ensure that the family needs and interests are met. Teachers follow up on the family goal progress twice per year during the Teacher Home Visit.

PM3.1- The program engages fathers/male caregivers Father Engagement Activities in all

Head Start Schools and in annual father engagement conferences, as well as encouraging

them to participate in monthly Parent Meetings, Home Visits, Abriendo Puertas, open house, etc...

The program implements Abriendo Puertas Research Based Parenting Curriculum which specializes

in meeting the needs of families served by building on their knowledge and offers the opportunities

for parents to practice their parenting skills.

PM4.1- FSWs, Teachers and Specilized Services work closely to refer families to community

partnerships to assist families on any services needed. During the enrollment process, families

receive an updated Head Start Community Resource Guide and all FSWs have a Community Resource

and a Community Resource Binder with a list of community agencies, contact numbers and address.

SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE

Performance Standard: n/a

Potential Non-Compliance: n/a

Recommendation: n/a

Performance Standard: n/a

Potential Non-Compliance: n/a

**Webb County Head Start
Local Self-Assessment Report
December 2024**

Content Area Reviewed: ERSEA

Prepared by: Karla Valdez, Marbella Elizondo Adriana Lozano
Nora Rodriguez, Melva Garza

Instrument: FY 2025 Head Start Monitoring Protocols - Focus Area One

SECTION I: BACKGROUND

The following people were interviewed:

<u>Roxane Garcia, Claudia Rubio</u>	<u>Sofia Flores</u>
<u>Kenya Villarreal</u>	<u>Sonia Nevarez</u>
<u>Maria Yañez</u>	<u>Mayra Cisneros</u>
<u>Claudia Martinez/Johanna Trejo</u>	<u>Cynthia Davila</u>
<u>Luz Muñoz</u>	<u>Leticia Zavala</u>

The following centers were monitored:

<u>Newman, Centeno</u>	<u>Roosevelt</u>
<u>Larga Vista, JC Martin</u>	<u>Little Folks</u>
<u>Sierra Vista, Newman</u>	<u>CCP Education Center</u>
<u>Prada</u>	

The following reports, documents, instruments, etc. were reviewed:

Eligibility Tracking Systems: -Eligibility Monitoring Tool Report

Report #001 (Completed Cross Monitoring Tool)

Report #003 (Corrections Needed)

Enrollment Tracking Systems:

Report #2005 (Management Enrollment) - Report #2210 (Enrollment Turnover) Report #2006

Report #2001 - (Management Report) - CP Dashboard - Report #2001 (Over Incomes)

Eligibility Training Records - ERSEA Policy and Procedures - Selection Criteria

SECTION II: SUMMARY

ERSEA strenghts: Family Service Workers were fully aware of their resposabilities in each of the ERSEA areas. They are knowledgeable of each form and report they share in child plus (paperless). Children's applicatio can be done in person with FSW or online. Online applications are in English and Spanish. In person applications, FSWs use family dominant language. FSWs are great families' advocates.

The grantee shared the different reports and documents they use for recruitment, eligibility, selection and enrollment. They shared, recruitment begins during the month of April and recruitment efforts continue as needed. Selection criteria is based on the community needs assessment results and annual Community Assessment Parent Survey. The selection criteria is reviewed yearly. Grantee tracks eligibility of each child using an eligibility cross monitor tool in child plus under enrollment tab. Eligiblity training for FSWs is done annually and records are documented in their training log. FSWs conduct family interviews either in person or by phone. FSWs use different reports to assure the open spaces are occupied by a family with the greatest needs, based on the selection criteria. Grantee keeps track of vacancies and 10% of actual enrollment is for children under IDEA. Grantee has policies and procedures in place to prevent fraud. Records of children are kept for 3 years in child plus.

SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE

Performance Standard: none

Potential Non-Compliance: none