

Terrell I.S.D. Head Start 2019-2020 Self-Assessment Summary Report

In accordance with paragraphs 45 CFR 1304.51(i),
1304.50(d)(1)(viii) and 1302.102 (b) (2) of the Head Start Performance Standards

The Terrell Independent School District (TISD) Head Start Annual Self-Assessment was conducted during the spring of the 2019-2020 school year. The Terrell ISD Head Start designed self-assessment instrument, along with the work plans and Head Start Performance Standards were utilized to complete the Self-Assessment. The Self-Assessment team consisted of staff, parents, volunteers, and Policy Council members.

The program wide 2019-2020 Self-Assessment demonstrated that the TISD Head Start Program has met all compliance requirements and program strengths were noted in several areas. In our sincere efforts to provide services to students and families, the staff and management team will continuously attempt to develop innovative approaches to strengthen the Head Start Program by identifying areas of concern, strength, and/or non-compliance.

A summary of each service area is provided detailing results of the self-assessment.

Service Areas

I. Program Governance, Structure, Management and Human Resources

The Program Governance and Operations service areas were found to be in full compliance; there were no areas of concern.

The policies and procedures are aligned with Head Start regulations and TISD governance.

Monthly Policy Council and School Board meetings are scheduled to provide ongoing required information to stakeholders. The information was made available to review and approve by both boards.

The Head Start Performance Standards allow 90 days after an employee is hired to complete the background check, but TISD Human Resource Department does not place a candidate in a position until the candidate is fully cleared. Classroom staff received in-depth early childhood training multiple times per school year. The program was fully staffed, and certified substitute teachers were used when teachers were absent.

Area(s) to strengthen:

Coordinate coaching strategies for classroom staff using Coaching for T-Tess and CLASS Observation tool.

II. Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

ERSEA was found to be in full compliance; there were no areas of concern.

A wide variety of recruitment strategies were used to recruit families in the Kaufman County (TISD) Service area. The Priority Point System, utilized to rank all applications, was revisited to represent current status of families and the Community Assessment. Newly developed attendance tracking forms helped with information given to parents concerning attendance.

Staff implemented a system to transition students from Pre-K to Head Start, who were eligible for Head Start but who served in Pre-K until space was available. The program maintained a full enrollment and a detailed waiting list.

Area(s) to strengthen:

Distribute flyers to all community partner agencies, such as the Share Center to ensure all eligible children are reached in the program area.

III. Health Program Services

The Health service area was found to be in full compliance; there were no areas of concern.

The staff was well trained, informed, and striving for improvement. Procedures were in place to monitor the health of children and staff. The health staff worked with a Registered Dietitian and the TISD Director of Nutrition to assess the nutritional status of each child and develop a written Individualized Care Plan for those with special diets or those in need of intervention. There were supportive relationships with the Nurse Supervisor and Community Health Partners to monitor up-to-date health care and secure mental health consultations for challenging behavior strategies. Oral hygiene practices were implemented and monitored by the Health Manager on a regular schedule.

Parents were alerted and provided permission for all medical procedures and follow-up recommendations for their child.

Floaters are an addition to the staff with a daily schedule for health checks, to monitor safety in the building and playgrounds as well as to assist with monitoring safety procedures and training new substitutes.

Area(s) to strengthen:

More collaboration with parents to plan activities that will enhance parent participation.

IV. Family & Community Services

The Family and Community Partnership area was found to be in full compliance; there were no areas of concern.

A well-organized plan focused on collaboration among Family Services staff and teachers to support the needs of families for continuous improvement, goal achievement, and self-sufficiency was established.

The required parent curriculum was provided to all campus families to nurture the child's primary teacher and prepare them with strategies to assist with each child's development.

Transition activities with Family Services staff was ongoing throughout the school year. Special Education transition began as soon as the child was ready. Family Services staff assisted and tracked family goals and assisted with the transition activities from Head Start to kindergarten.

Area(s) to strengthen

Provide more parent meetings to invite Child Protective Services to demonstrate appropriate and inappropriate discipline techniques and the behavior specialist to provide examples of behavior support to parents.

Reimplement Food for Kids program.

Strengthen partnership with TISD staff responsible for updating the resource guide to ensure all community agencies are included.

V. Transition

The Transition area was found to be in full compliance; there were no areas of concern.

Transition activities with Family Services staff was ongoing throughout the school year, with specific focus on timeliness of Special Education transitions. A transition overview meeting is provided for parents to discuss Head Start to kindergarten and a transition field trip for the kids to visit kindergarten classes.

VI. Disabilities Services

The Disabilities Services area was found to be in full compliance; there were no areas of concern.

The program served the required 10% of the total amount of enrollment to children with documented disabilities consistently each month. Child Find resources was utilized to target children who required early interventions.

Families of children with disabilities were supported and involved in all decision-making processes for their children. Families personally met with the Disabilities Specialist to complete the referral process and received guidance during the Admission Review and Dismissal (ARD) process with assistance from the campus administrative team.

VII. Education & ECD Services

Education Services was found to be in full compliance; there were no areas of concern.

Early childhood learning continued to promote the academic focus of learning through structured approaches to meals, routines, transitions, physical activities, and rest time. Many opportunities for parent involvement and encouragement from teaching staff and program administrators was provided through an organized learning environment. The Frog Street Curriculum is aligned with the Head Start Early Learning Outcomes Framework to support measurable progress.

Annual parent home visits, classroom newsletters, and push-in interventions helped support positive teacher-parent-child interactions. There are processes and procedures to review and analyze data through teacher data meetings. Data was used to help teachers review student progress which directed classroom instruction.

Area(s) to strengthen:

Provide teachers with T-TESS and CLASS training to include requirements and expectations for each instrument used. Coaching regarding classroom performance and best practices to achieve academic goals for all students.

Training and schedules for young tricycles and outdoor learning opportunities.

All classroom environments should be labeled to increase children's vocabulary. Increase training and information provided to teachers regarding Conscious Discipline practices to further implement effective practices for behavior management of students.

VIII. Transportation Services

Transportation Services was found to be in full compliance; there were no areas of concern.

Training is provided to staff, parents, and students on bus safety procedures. Bus arrival and dismissal time is continuously monitored for ratios and staff assignments. All staff are required to supervise and assist children with transportation services and parent drop off and pick up.

The transportation service is coordinated with the Gold Star Transit. Full services are provided for arrival, dismissal, and scheduled field trips. The Head Start Program has a transportation waiver on file for bus monitors and safety restraints.

Area (s) to strength:

During bus evacuations update support video on seat belts.

IX. Fiscal Management

The Fiscal Management area was found to be in full compliance; there were no areas of concern.

The overall fiscal system had effective controls with accountability of grant funds, property, and other assets. The Executive Director and Head Start Director attend all Policy Council and school board meetings, which provided both groups with monthly program information. The Board receives monthly program reports to ensure accountability, including monthly expenditures, and credit card expense information. Program reports are modified to provide clear outlined balances, in-kind, credit card balances, revenues and expenses. In addition, the governing bodies are kept informed of administrative and financial activities through a monthly Governance Report with specific reports on meal counts, average daily attendance, enrollment, up-to-date expenditures, and management activities.