Head Start/Early Head Start Executive Overview of 2024-2025 Self-Assessment Findings and Program Improvement Plan
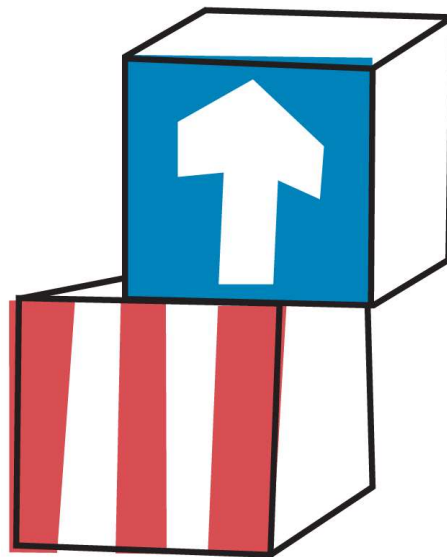
May 2025

Grant# 06CH012163

I. Introduction

a. Program Description

Abilene ISD Head Start/Early Head Start Program is operated by the Abilene Independent School District. The Abilene ISD Board of Trustees serves as the governing body for Head Start/Early Head Start and operates in a shared-governance system with the Parent Policy Council. The program is funded to serve 132 infants and toddlers and 9 pregnant women in Early Head Start on the Crockett campus. An additional 380 children, ages three and four-years-old, are funded in the preschool program at Long Early Learning Center. The EHS and HS programs were fully enrolled during the 2024-2025 school year. Enrollment opportunities were provided weekly at Long ELC and Crockett EHS so that families had every opportunity to enroll if they desired to do so.

The Long facility has been provided by the district as in-kind to Head Start. The program is in the third year of a five-year monitoring cycle. In the fall of 2023, the program participated in a Focus Area One monitoring review from October 30,2023 - November 1, 2023. A Program Performance Summary Report was received on December 8, 2023, reporting the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007. The Head Start program completed a CLASS Monitoring Review, from November 25, 2024 to January 31, 2025. Communication from OHS, on February 18, 2025 indicated that the program met the expectations for CLASS. Scores from the Review were compared to the Quality and Competitive Thresholds for Head Start programs. The scores in Emotional Support and Classroom Organization were within expected range. The Instructional Support Domain scores surpassed the Qualify Threshold. EHS and HS programs completed a Focus Area Two Monitoring Review during the week of March 3-7, 2025. The OHS Program Performance Summary Report was sent to the 2024-2025 AISD School Board President, Angie Wiley on March 25, 2025. This report proved the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

b. Self-Assessment process (context)

Contextually, the self-assessment process encourages the agency to ask itself three questions: "What are we doing well?", "What are we not doing well?" and "How can we get even better at what we do?" Asking those simple questions prompts the leadership, staff, and families to investigate how the program outcomes have positively impacted our community, and what is left to be accomplished. The investigation scaffolds data-driven decision-making, professional development, and community awareness and interactions. With the findings, the program will continue to reflect and refine all practices.

II. Methodology

a. Design of Self-Assessment and Participating Members

The Self-Assessment process followed the framework published by the National Center on Program Management and Fiscal Operations. The Self- Assessment process also used information gleaned from the completion of the FY 2024 Focus Area Two Monitoring Protocol. During the process, the team members examined a broad range of program operations to determine strengths and weaknesses in managing and providing services to Head Start and Early Head Start children and families. The scope of focus was directed by: (1) identifying any systemic issues revealed during routine ongoing monitoring, (2) reviewing health and safety evaluations, and (3) analyzing school readiness and goals, objectives and action plans.

The self-assessment process followed a systematic path, beginning with the determination of the scope of focus, leading into the analysis of data and recommendations for improvement, and culminating in the final written report outlining corrective action steps. The process was responsive to the Head Start Act and the Head Start Performance Standards. The process included FY 2024 Focus Area Two Monitoring Protocol and results, CLASS Progress Monitoring Review results, and a review and revision of all written program services and management systems plans to assure the program addresses and is compliant with all regulations.

The program demonstrated a very high-level of performance and substantial compliance with federal regulations throughout all monitoring events during the previous monitoring 5-year cycle. A NOGA was issued in April 2022 for the next five-year monitoring cycle. As well as a NOGA in for a Non-Competing Continuation in April 2025 for the fourth year of the five-year cycle.

Assisting in this year's self-assessment process were Head Start and Early Head Start administrators and managers, Abilene ISD district personnel, Head Start and Early Head Start front-line staff, Policy Council members (Head Start/EHS parents and community representatives), a current AISD Board of Trustee member, a former AISD Director of Early Childhood, community members and parents.

b. Self-Assessment timeframe

Self-Assessment activities were conducted by each program area between April 2, 2025, and May 21, 2025. Team leaders met with their respective team members for training and to conduct review activities within this time period. All summaries were completed and returned to the Director of Early Childhood Programs by May 21, 2025. The self-assessment reports for each program area were then reviewed and analyzed by the Director of Early Childhood Programs. Finally, a Self-Assessment Summary and Program Improvement Plan were developed for use by program staff. The AISD Board of Trustees was presented the information on July 7, 2025. The Policy Council reviewed and approved the Report and the Plan in July 2025.

c. Data Collection Tools Used

A wide variety of data, including program operation reports, on-going monitoring tool reports, and other performance data were reviewed and analyzed. The FA2 Monitoring Review and CLASS Monitoring Review data was also used as part of the Self-Assessment process.

Following is a list of documents that used for data collection:

Program Area	Tool/Data Set	Purpose	Finding(s)
Governance	Policy Council By-laws	This information includes the composition of the Policy Council and how it operates and oversees the direction of the program.	Review of the Policy Council By Laws indicated that the composition of the PC meets the requirements in the Program Performance Standards and the Head Start Act.
Governance	Policy Council training agendas/minutes	The agendas and Policy Council minutes indicate a variety of training opportunities for the Policy Council.	Review of the Policy Council Agendas revealed that the PC was initially trained on the entire PC responsibilities according to the Program Performance Standards and the Head Start Act. Additionally, the review confirmed that ongoing training was provided throughout the program year.
Governance	Management Policies and Procedures Manual	The Management Policies and Procedures Manual contains the required policies and procedures which meet or exceed the Head Start Performance Standards and the Head Start Act.	The review of the Manual indicated that shared governance exists between the Governing board and the Policy Council.
Governance	Interview Procedure & Documents	The Interview Procedure is used to ensure that each interviewee gets the same opportunity to express their knowledge and skill. The Procedure allows for the interview team to have consistency throughout the process.	The interview procedure was well written. The interview questions were thorough, providing enough information to elicit the skills of the interviewee. No changes noted.

Governance	Program Plans	All plans include systems and services that meet or exceed the Program Performance Standards.	A review of the Governance Program Plan indicated that all areas were addressed through action steps, timelines, responsible parties, and evidence to validate that the Program Performance Standards and the Head Start Act were met.
Governance	Policy Council Membership Roster	Policy Council Rosters demonstrate that the programs meet the requirements of the Program Performance Standards and Head Start Act.	The composition of the Parent Policy Council met the requirements of the Program Performance Standards and Head Start Act.
Governance	Policy Council Minutes	Policy Council minutes assure that all requirements of the Program Performance Standards and the Head Start Act were met.	The Parent Policy Council was established early in the program year and maintained an active and meaningful role in the direction and operation of the program. The PC participated in the planning, review, and approval etc. of all required areas.
Governance	Board roster and Board policies concerning election, etc.	Review rosters to assure that the roster meets the requirements of the Program Performance Standards and the Head Start Act.	As an elected body, the AISD School Board is not required to have a member who is an attorney, an early childhood educator, or a fiscal expert. The Board retains an attorney as needed to provide legal expertise and advice to the Board. The Board does have members who have education and financial experience and expertise.
Governance	Board of Trustee meeting minutes	Review the Board minutes to assure that all requirements of the Program Performance Standards and the Head Start Act were met.	Review of the Board minutes and reports to the Board indicate that they are well informed and were actively involved in all areas of program operation and monitoring as required.

Governance	Community Assessment	Information from the Community Assessment is used to design programs/systems to meet the needs of the families within the community.	Review of the Community Assessment showed that the program is designed to meet the needs of the community.
Governance	Annual Report	The document is designed to assure that the governing body is well informed of the program's design.	Review of the Annual Report revealed the governing body is well informed of the program's design.
Program Design/ Structure	Community Needs Assessment	The Community Assessment provides data regarding characteristics of the community. It provides ethnicity, language, disabilities, mental health, children in foster care, homeless children and working families. This information is used to guide the HS/EHS program to determine locations of centers, program options, goals, community strengths and needs.	A review of the Community Assessment revealed that all required components were present in the assessment. The Policy Council uses this data to make informed program decisions. It is noticed that child-care is a community wide issue. Solutions are in progress. Two barriers are funding and staffing.
Disabilities	HS/EHS Performance Standards	Guidance for developing program plans	Plans are in compliance.
Disabilities	Tracking and monitoring documents	HS Disabilities Coordinator uses a tracking document on internal referrals that is shared with assessment staff, ICs and administration for Special Education testing	Document is effective in following up with AISD assessment staff on internal referrals.
Disabilities	Staff and community member interviews	Staff and community members were interviewed and they also reviewed the Disabilities plan to determine if any areas needed improvement.	Staff and community members reported the plan is in compliance.

Education	Lesson Plan required Elements	Teachers and ECD Coordinator use this document to know what is required of our program and HS in each week's lesson plans.	Requirements are up to date and this is an effective way to communicate lesson plan needs.
Education	Tracking & Monitoring Documents	ECD Coordinator uses checklists to monitor: Lesson Plan completion each week, Parent Contacts, Developmental Screenings, Safety Lessons, etc.	These documents are an effective means of tracking. GoEngage, formally My Head Start, is also used.
Education	Cognitive, Social & Emotional Procedures/Policies	A tiered plan to support students with cognitive, language, and/or social & emotional needs.	The use of this procedure has been effective in providing further individualization to prepare students for school readiness.
Education	Abilene ISD Head Start School Readiness Plan	The program uses these goals to ensure children's growth in the Head Start Early Learning Outcome Framework Domains.	The School Readiness Goals for families and academics are appropriate for the upcoming school year. The School Readiness Goals are aligned with the Head Start Early Learning Outcomes Framework. These goals are also aligned with the AISD 1st 6 weeks Kindergarten report card.
Education	Abilene ISD Head Start School Readiness Action Steps	A narrative of how we will accomplish meeting and tracking our School Readiness Goals.	The School Readiness Action Steps are reflective of the School Readiness plan and implementation.
Education	Teacher Interviews	Teachers/Coaches reviewed the Practice Based Coaching process to promote quality interactions in the classroom using CLASS dimensions.	Teachers found the coaching process helpful. They were not only able to gain a better understanding of CLASS but it also helped them increase instruction which in turn increased students' school readiness.
		Teachers/Coaches discussed the effectiveness of Planning Wednesdays, ideas	Planning Wednesdays have been a positive way to allow collaboration among staff and

		for future training and how to help further understanding and application of professional development.	deepen understanding. Teachers suggest they would benefit from continued training in the areas of Conscious Discipline and Heggerty.
		Teachers shared ways to help meet the needs of Dual Language Learners and students with Disabilities. They also discussed ways to incorporate more multicultural learning and materials.	Teachers suggested more multicultural books, music, and center materials. They felt support for their students with disabilities and dual language learners.
		Teachers reviewed the PBC process to examine fidelity of assessment.	*Teachers noted they would benefit from having additional guidance on completing assessments.*
Education	Academic Coaches	Coaches reviewed the Practice Based Coaching Plan and discussed ways to improve the process.	Coaches noted that too much time lapses between observation times and their reflections with teachers. They formulated a rotation schedule that will better serve teachers.
		An interview with coaches to review ways to ensure accountability and fidelity of staff.	Coaches will submit documentation as needed to help administration in accountability.
		Coaches discussed resources that would be helping to the coaching process.	Coaches noted they would benefit from collaboration among fellow Academic Coaches and continued CLASS training.
Education	School Readiness Data Analysis Charts and Narrative	A chart to show program mastery levels and areas of growth, and a narrative, highlighting strengths and planning for improvement.	The data was reported in an intensive and inclusive format. It was well organized and explained well. A variety of in depth instructional techniques and evaluation methods were used to meet goals.
Education	ESI-R Developmental Screening	A tool used to screen all children for developmental skills and concerns.	ESI-R meets the needs of our program as a developmental screener. Students who scored in

			the refer or rescreen range after February are closely monitored by teacher and Education Coordinators.
Education	CLI Engage Progress Monitoring Reports	An online assessment to monitor student progress in all School Readiness Framework Domains.	CLI Progress Monitoring reports showed growth program wide in all School Readiness Goals assessed. Teachers use these reports to plan for instruction of large groups, small groups and individualization.
Education	Student Support Meeting Notes	Documentation taken to provide extra support for a child in need.	Effective notes are taken during SST Meetings and shared with all team members to ensure fidelity of strategies. These notes are located in AWARE which is a program that follows the student to kindergarten.
Education	The Classroom Assessment Scoring System (CLASS) Observations Reports & Analysis	Analysis of program's CLASS observation scores.	Past CLASS scores have shown Emotional Support to be our program's highest scoring domain. CLASS data for the current year will be analyzed upon completion.
Education	Teaching Strategies GOLD Documents	T.S. GOLD documents encompass Lesson Plans, Assessment tools are directly linked to Creative Curriculum to individualize and assess children.	Teaching Strategies GOLD assessment system is a tool that teaches, plans, individualizes and guides every aspect of the day.
Education	ASQ Developmental Screening	It is a research based tool to screen children birth to three for developmental strengths and concerns.	Is a comprehensive reliable screening tool that measures development in 5 domains. (Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social)
Education	ITERS-3 (Infant Toddler Environmental Rating Scale)	It is to analyze the classroom environment and responsive caregiving.	Focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality.

Education	Practice Based Coaching Needs Assessment Tool	Identifies strengths and needs for professional development.	This process supports teachers' use of effective teaching practices that lead to positive outcomes for children.
ERSEA	Community Needs Assessment	Analysis community needs for recruitment process.	A survey of parents attending registration showed flyers to schools and agencies along with yard signs, mail outs to waiting listed students and social media is where parents found information about applying for our program.
ERSEA	Enrollment Records	Documentation of eligibility and proof of the eligibility records.	All documentation of eligibility and supporting documents were found to meet eligibility requirements.
ERSEA	Waiting List	Track number of children on the waiting list.	List reviewed and monthly reports matched.
ERSEA	Frontline & GoEngage	Tracking of enrollment and attendance	Files reviewed and matched documentation in databases
Family & Community Engagement	Head Start Program Plans	Performance Standard and Objectives	Reviewed performance standard and objectives noted program promotes strong family engagement through campus activities, goal setting, relationship building, and the Family Strength and Needs Assessment.
Family & Community Engagement	Community Partnership Binder	Partnerships and MOUs between AISD EC and the community.	Reviewed and updated partnerships and noted strong connections with the community.
Family & Community Engagement	Surveys with Program Parents and Community Partners	Program parents and Community Partners completed a program survey.	The parents survey reports positive communication with Early Childhood staff to create a welcoming and collaborative environment.
Fiscal	Procurement Records	Verify Spending	Budget was allocated properly

Fiscal	Budget Reports	Shows monthly overview of purchases	Spending was budgeted correctly
Fiscal	In Kind Documentation and Reports	Shows documentation of In Kind services	Grant requirements for total non-federal share was satisfied
Fiscal	CACFP Audit Records	Shows reimbursement of food services	Funds were expended according to CACFP regulations
Fiscal	AISD Fiscal Audit Report	Shows documentation of HS/EHS funds	Funds were expended properly and used to follow all HS Performance Standards
Fiscal	Administrative Cost (below 15%)	Review grant application and budget reports for administrative cost	Administration costs were below 15%
Fiscal	Program Plan	Review our operating processes to ensure compliance	Plans updated when needed
Fiscal	OHS Monitoring Review Report	Review fiscal areas of concern	Fiscal staff changes at the district level created an issue with our OHS reporting timelines
Health & Safety/Transportation	Online Maintenance Work Order System	Check maintenance requests, date entered, date completed, and department completing work.	In our programs, all work orders are completed in a timely manner or are in progress.
Health & Safety/Transportation	Classroom Safety Checklist	Document that shows classrooms are free from pests, designed to prevent injuries, and promote safety in an emergency.	Our programs' classrooms and outdoor areas were found to be free of pests. Classroom safety was evident in the use of outlet plugs covered, cabinets locked, toys and furniture in good condition, emergency maps located near exits, and documentation that ensured children are released to allowable adults.
Health & Safety/Transportation	Playground Safety Checklist	Checks for standing water, operable playground equipment, outlet covers in place, no sharp edges, and appropriate fall zones to prevent child injury.	In our programs, all items were found in compliance.

Health & Safety/Transportation	Subpart F Transportation Bus Safety Checklist	Lists the items required on the bus such as fire extinguisher & sign, seatbelt cutter & sign, 2-way communication & sign, reverse beeper working, first aid kit, seat belts, daily inspection, and Texas inspection sticker.	On the buses used for our programs, all items comply and are working. All inspections are kept on file.
Health & Safety/Transportation	Subpart F -Transportation Bus Driver Training Data	Checks that all drivers have completed their required training.	All drivers for our program have completed required training before driving students. Our drivers also receive CPR/First Aid certificates.
Health & Safety/Transportation	Subpart F-Transportation	Document which shows the elementary and names of all the students who ride to Long and/or back to one of our 13 elementary campuses in Abilene ISD.	HS, bus transportation is available for children to ride (from the nearest elementary) to and from our campus. *EHS transportation is available to teen parents so they can bring their children to the center and then be taken to their school.*
Health & Safety/Transportation	Subpart D Health Program Services	Checks to ensure that all health and safety practices are being met by using safety checklists.	Our programs found that health and safety practices are being met by using safety checklists that ensure children are always kept safe.
Mental Health	GoEngage Tracking	To ensure compliance within the prescribed time for social/emotional assessment dates, completion of all permission forms before services were provided, and that concerns were appropriately addressed	All assessment dates were within 45 days of enrollment, dates in the GoEngage files matched the dates on the service tracking sheet. Services were provided when parent permission was secured. GoEngage is monitored weekly to ensure compliance.

Mental Health	Program Plan	The plan provides systematic methodologies used to provide services to HS/EHS children, families, and staff, and to ensure compliance with current Head Start Standards.	The review of the Mental Health Plan did not reveal any areas of concern. The Devereux Adult Resilience Survey (DARS) will be completed by program staff as needed.
Mental Health	EHS/HS Mental Health Referral Forms	Used to make referrals to any component area to ensure follow-through on staff or parent concerns	All MH referrals were appropriately completed when submitted correctly. The referral procedure is clear and easy to follow.
Mental Health	e-DECA Reports	Individual student and whole classroom social emotional assessment data used to plan instruction and develop targeted intervention and support.	All e-DECA assessments were appropriately completed within 45 days of enrollment. e-DECA assessments and subsequent data was utilized to individualize student growth and facilitate whole classroom social emotional learning, as well as provide insight into potential areas for staff professional development.
Mental Health	Mental Health Observation Form	Instrument used for twice yearly classroom observations to ensure best practices and high quality social emotional implementation.	Every Head Start classroom was observed in the Fall and in the Spring. Mental Health Observations were used to assess classroom wellness and any concerns were communicated and managed.
Mental Health	SST Policies & Procedures	Document outlining the Student Support Team procedures for referral, as well as outlining the process from preceding the referral to after the initial meeting.	Processes and procedures are clearly defined and provide a comprehensive breakdown of the program's multi-tiered support systems.
Mental Health	SST Evaluation Form	Form used to monitor Tier 2 and Tier 3 student progress and collaboratively generate strategies for teacher and student support.	Form adequately addresses a range of concerns from health, to academic and social emotional needs. A focus on strength based evaluation was recommended.

Mental Health	SST Policies & Procedures	Document outlining the Student Support Team procedures for referral, as well as outlining the process from preceding the referral to after the initial meeting.	Processes and procedures are clearly defined and provide a comprehensive breakdown of the program's multi-tiered support systems.
Mental Health	SST Evaluation Form	Form used to monitor Tier 2 and Tier 3 student progress and collaboratively generate strategies for teacher and student support.	Form adequately addresses a range of concerns from health, to academic and social emotional needs. A focus on strength based evaluation was recommended.
Prenatal	EHS Prenatal Curriculum and Resources Binder	Review prenatal education curriculum and resources to assess compliance with Head Start Performance Standards.	According to the reporter, the EHS Prenatal Curriculum and Resources Binder indicates comprehensive services were provided to EHS enrolled pregnant women. The curriculum and resources aligned with HS Performance Standards.
Prenatal	Parent Interview questions	A former prenatal parent was asked to comment on her experience with the EHS Prenatal Program.	The data collected from the parent interviewed indicated appropriate prenatal education, referrals and support was provided.
Prenatal	Staff and Community Member Questions	Prenatal services and file documentation & tracking and prenatal family advocate interviews	The interview indicated the Prenatal Master Family Advocate has an excellent understanding of the prenatal education program, is responsive to the needs of prenatal parents and provides the required on-going support and education. The interview with the prenatal services Master Family Advocate indicates she works closely with prenatal parents and community partners to provide comprehensive services to expectant parents.

Program Design	Community Assessment	The Community Assessment provides data regarding characteristics of the community, It provides ethnicity, language, disabilities, mental health, children in foster care, homeless children and working families. This information is used to guide the HS/EHS program to determine locations of centers, program options, goals, community strengths and needs.	A review of the Community Assessment revealed that all required components were present in the assessment. The Policy Council uses this data to make informed program decisions. It is noticed that the Policy Council is well trained to participate in program decisions. The Community Assessment revealed that affordable child care is an issue for residents in Abilene.
Transition	Individual Transition Plan	Teachers use this document to inform parents of the steps needed in the transition to the next learning environment.	Although the transition plan and process was clear, it would be helpful if the information was combined with the final Parent Contact (PC#4).
Transition	Initial Transition Plan Meeting Form	Advocates use this document to inform parents of the steps needed in the transition to the next learning environment.	Form provides parents a plan for different transition options and is started early enough for parents to feel supported.
Transition	Parent Contact #4	Teachers use this document to track progress on School Readiness Goals.	The final Parent Contact was easy to understand, Parent and child goals are tracked easily, parents are able to make a Summer goal.
Transition	Parent Survey	Program parents completed a program questionnaire	Parent questionnaire reports positive communication and support with early childhood staff to create a collaborative transition into and out of the programs.
Transition	Teacher Interview	Teachers discussed ways to improve the transition process of students from Early Head Start to Head Start Preschool.	Teachers voiced the Student Learning Profile sheets that used to be in Head Start comp. folders. EHS & HS coordinators met to discuss ways to make this

			information easier to access. 3 year old teachers also noted it would be helpful to have students begin practicing: sustaining attention for7 minutes, walking in line, staying at the table during mealtimes, etc.
		Teacher was asked if there were any materials needed that would improve the implementation of transition strategies in the classroom,	Updated social story to share with EHS for teachers to begin reading 6 months prior to transition.
PMQI/ Human Resources Mgmt.	Standards of Conduct	Standards of Conduct for HS/EHS programs are used to ensure health, safety, and quality services for children and families.	The Standards of Conduct for Head Start/Early Head Start is contained in the Head Start/Early Head Start Policies and Procedures Manual. The standards were clear and met all requirements of local, State, and Federal agencies.
PMQI/ Human Resources Mgmt.	Job Descriptions	Describe duties for each position in the program and the qualifications for the positions, number of contract days, supervisor, etc. so new staff members know the expectations of the supervisors and so all positions are posted for filling using correct qualifications.	Job descriptions are clear. They are reviewed two times a year when time & effort sheets are signed.
PMQI/ Human Resources Mgmt.	Interview Procedure & Documents	The Interview Procedure is used to ensure that each interviewee gets the same opportunity to express their knowledge and skill. The Procedure allows for the interview team to have consistency throughout the process.	The interview procedure was well written. The interview questions were thorough, providing enough information to elicit the skills of the interviewee. No changes noted.

PMQI/ Human Resources Mgmt.	ITERS-3, *Missouri Tool,* TTESS, CLASS, SSTs, CLI Staff Files	Observation tools used by the program to determine quality of services in the classroom provided to children by teachers. These tools provide information for program structures, goals and decisions.	The monitoring tools were used in observations this year. The observations reveal strong teaching/learning connections in the classrooms. Coaching documentation is included in the data collection to show growth in the program.
PMQI/ Human Resources Mgmt.	Criminal history tracking tool and staff files	A Criminal History Tracking tool shows when a person received results from criminal history checks and staff files show the completed forms to ensure these are maintained and up to date.	Staff have required Criminal History checks that are well documented. AISD Early Childhood Program has a well-established background check process to ensure students and staff are working with safe individuals.
PMQI	Communication Tools used with staff	Meeting documentation, tracking tools, monthly reports, text groups, emails, along with open door policies are used by the leadership team to share campus concerns and/or needs.	The Leadership teams on both campuses meet regularly to discuss component area concerns and the needs of students, families, and staff. Various tracking tools, monthly reports, and emails are used to verify follow through and completion of duties. Teaching staff reported Remind is the primary communication tool used with families.
PMQI/ Human Resources Mgmt.	Communication Tools used with families	The program recognizes that communication is multifaceted and therefore we integrate several forms of communication to include social media platforms, email, call out system, phone calls, Remind app, web page, bulletin boards, home visits, parent conferences, daily communication sheets, calendar of events,	Staff and families report that Remind is the most preferred method of 2-way communication. Facebook has proven to be an effective method of sharing information, but Remind remains the best way for actual communication. Some parents requested to be a part of High-Five Fridays.

		newsletters, and open-door policy.	
PMQI	Staff Wellness	The program works to ensure staff feel connected, supported and valued.	Teachers reported professional development opportunities in and outside the campus make them feel valued. It was also reported that classroom support from all support staff is appreciated. This includes instructional, behavioral and emotional support to ensure the whole child and the whole teacher are understood. Staff would like more time to connect with each other.

d. Additional information used during Self-Assessment

The Head Start Program Performance Standards and the Abilene ISD Head Start/Early Head Start Program Service and Management Plans were reviewed as a part of all self-assessment activities. The data analysis took place in a variety of ways, including but not limited to, face to face interviews and review of information, through email correspondence and Zoom meetings. As a result of the Self-Assessment process, written program plans were revised as needed to assure that all the requirements within the Head Start Act and the Head Start Program Performance Standards were met with fidelity.

II. Key Insights

a. Strengths determined by Staff, Parents and Community members

The staff, parents and community members involved in this self-assessment process stated that Abilene ISD Head Start and Early Head Start programs are well-developed programs. The program has a history of strong performance and excellent monitoring reviews. The program has highly quality staff and continues to refine their skills as focused professional development activities are designed to improve cognition and behavioral instructional strategies for staff, families and children. Professional learning opportunities are created to broaden understanding and gain strategies to support children experiencing social/emotional/trauma induced situations. The programs also focused on adult-child interactions and the quality of instruction in all classrooms. Foundational academic/cognitive skills such as language development, mathematics and literacy are also crucial priorities for the programs. Both programs are vested in mentor/coaching to support new and seasoned instructional staff. Classroom

coaches provide feedback and high-quality resources to individual teachers in order to promote growth for teachers and students on an ongoing basis. Investing in staff members is vital to the success of the program. Staff wellness opportunities are a continual practice the program provides as well. These investments have resulted in strong campus culture which then produces high school readiness outcomes for children and families. One of the greatest strengths of the Head Start program is the partnership with AISD. This partnership ensures quality services through disabilities, homelessness, human resources, fiscal management, health/nutrition, and safety.

b. Strengths determined by the Administration for Children and Families

A CLASS Monitoring Review was completed from November 25, 2024- January 31, 2025. This review focuses on the teacher-child interactions within the classroom under the domains of Emotional Support, Classroom Organization and Instructional Support. The program proved to be above the competitive threshold set by OHS in all three domains and above the quality threshold in the domain of Instructional Support.

AISD CLASS Monitoring Review Results

Domain	Program Score	Quality Threshold	Competitive Threshold
Emotional Support	5.8162	6	5
Classroom Organization	5.8922	6	5
Instructional Support	3.2843	3	2.3

The OHS conducted a second review in this program year, Focus Area 2 Monitoring Review, during the week of March 3-7, 2025. All component areas, classrooms and facilities were reviewed in depth. Component areas include: Program Design, Management and Improvement, Education, Health Services (Mental Health, Health, Nutrition, Safety), Family and Community Engagement Services, Fiscal, and ERSEA. All areas of review were deemed compliant. Program Governance, which encompasses AISD Board of Trustees and the Parent Policy Council, were noted as a strong practice for the program.

c. Systemic Issues

The Self-Assessment committee nor the Office of Head Start did not reveal any systemic issues indicating the lack of or failure of program-wide management systems, or within any individual program area.

d. Progress of the program in meeting its goals and objectives

The AISD's Early Head Start/Head Start program is in the third year of a five-year grant cycle. There is a historical trend of academic and social emotional progress toward meeting goals each year. The 2024-2025 year is no exception. Current data documents trends in the programs' successes in meeting

the needs of students and their families through strong and consistent programmatic and service delivery goals.

e. Progress toward Program and School Readiness goals

End of Year assessments and data analysis has been completed and analyzed. Patterns throughout the year, and EOY data analysis, reflect strong teaching/learning cycles, academic progress, and social/emotional successes among the vast majority of the student population.

Program Goal 1:
The AISD Head Start/Early Head Start Program will use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

Measurable Performance Objective 1:
● Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an average 15% increase in cognitive, social/emotional, and physical development skills based on the school readiness goals measured.

Expected Outcome(s):
● Typically developing students will transition from the program(s) demonstrating age-appropriate school readiness skills.

Progress/Outcomes:
● *Early Head Start uses Creative Curriculum to assess students. Assessment data includes developmentally appropriate goals and objectives for children within four main categories of interest: social/emotional, physical, cognitive and language. Based on Wave 3 information, EHS data indicated that the children met the goals expected of them in the following areas: Social Emotional 94.6%, Physical 90%, Language 82.31%, Cognitive 95.38%, Literacy 88.46%, and Math 78.63. Gold assessment data indicates growth in all developmental areas and at all developmental levels expect Social/Emotional.*
● Head Start uses CLI Engage Progress Monitoring Tool to assess students' growth. Wave 3 data shows growth in all domains of the school readiness goals from the beginning to the end of the year. The percentages of growth are as follows: Cognition- 24%, Language & Literacy-36% Social/Emotional-13%, and Physical Development-11%. The end of year expected outcomes for Wave 3 were as follows: Cognition-84%, Language & Literacy -82%, Social/Emotional -76%, and Physical Development-87%.

Challenges:
● Excessive absences with students and staff were a challenge.

Measurable Performance Objective 2:
● The percentage of Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs Outcomes data will increase by 10% from the beginning of the year to the end of the year.

- The percentage of Early Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs outcomes data will increase by 10% from the beginning of the year to the end of the year.

Expected Outcome(s):
- Parents will indicate they have gained additional skills to support the needs of their children.

Progress/Outcomes:
- *The Family Needs Assessment for Early Head Start showed the highest reported percentage of families EOY outcome per domain.*
  - *Family Well Being 49% (Thriving)*
  - *Parent-Child Relationships 40% (Self-Sufficient)*
  - *Families as Lifelong Educators 45% (Thriving)*
  - *Families as Learners 30% (Self-Sufficient)*
  - *Family Engagement in Transition 35% (Thriving)*
  - *Family Connection to Peers and Community 62% (Engaged)*
  - *Families as Advocates and Leaders 67% (Vulnerable)*
- The Family Needs Assessment for Head Start showed the highest reported percentage of families EOY outcome per domain.
  - Family Well Being 62% (Thriving)
  - Parent-Child Relationships 68% (Thriving)
  - Families as Lifelong Educators 58% (Engaged)
  - Families as Learners 32% (Thriving)
  - Family Engagement in Transition 82% (Thriving)
  - Family Connection to Peers and Community 46 % (Thriving)
  - Families as Advocates and Leaders 60% (Vulnerable)

Challenges:

Program Goal 2:
The AISD Early Childhood Program will create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.

Measurable Performance Objective 1:
- Through staff development and coaching, Head Start instructional staff will obtain an average Emotional Support domain score on CLASS observation of at least 6.0, as demonstrated through formal/informal observations and assessment data.
- Through staff development and coaching, Early Head Start instructional staff will demonstrate an average score on ITERS-3 of at least 5.0.

Expected Outcome(s):
- Staff outcomes data will demonstrate competency in social/emotional, self-regulation, and problem-solving skills. Increased staff competency will result in improved classroom instruction and support students' progress toward school readiness goals.

Progress/Outcomes:
- *EHS classrooms were observed using ITERS-3, any staff member who scored below a 5 in any area were placed on a coaching plan and were supported in reaching their goals.*
- HS classrooms were coached regularly in behavioral and instructional practices based on their Classroom Needs Assessment. This needs assessment is aligned with CLASS as well as early childhood best practices.

Challenges:
- Staff attendance created a challenge for optimal progress on goals. Teacher turnover was high which created a greater need for more intensive coaching.

Measurable Performance Objective 2:
- Through the implementation of a social/emotional curriculum, Head Start students' initially demonstrating social emotional needs on eDECA will show an increase in total protective factor, self-regulation, initiative, behavior, and attachment by 20% from the BOY to EOY assessments.
- Early Head Start students will initially demonstrate a 20% increase in social/emotional learning, self-regulation, and problem-solving skills from the BOY to EOY on the social emotional assessment eDECA.

Expected Outcome(s):
- Student outcomes data will demonstrate an increase in age appropriate social/emotional, self-regulation, and problem-solving skills.

Progress/Outcomes:
- *Early Head Start's eDECA scores showed infants to be 39% in the typical range for Total Protective Factor, 42% in the typical range for Attachment/Relationship, 45% typical in Initiative. The toddler students showed 53 % in the typical range for Total Protective Factor, 19% in the typical range for Attachment/Relationship, 58% typical in Initiative, and 61% typical in Self-Regulation.*
- Head Start end-of-year e-DECA data revealed a decrease in need in the areas of Protective Factors, Initiative, and Attachment & Relationships, with Attachment and Relationships exhibiting the greatest decline from 20% at mid-year to 14%. in the final assessment. This is significant as Attachment & Relationships represented the greatest area of need campus wide in the beginning of the year. Self-Regulation and Behavior Concerns stayed fixed at 12% and 16% respectively.

Challenges:
- Excessive staff and student absences impact the progress.

Program Goal 3:
The AISD Head Start/Early Head Start Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

Measurable Performance Objective 1:
- Head Start/Early Head Start will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

Expected Outcome(s):
- Children and families will be connected to and receive community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:
- Head Start and Early Head Start maintained numerous community partnerships throughout the year. Training was held throughout the year which increased networking opportunities for staff and provided information for our families.

Challenges:

Measurable Performance Objective 2:
- Head Start/Early Head Start will increase engagement with community partners/agencies by providing training opportunities at a minimum of 3 times per year for staff and/or community members.

Expected Outcome(s):
- Staff and community partners will have a deeper understanding of family needs and the services available to address those needs.

Progress/Outcomes:
- BOY Health, Mental Health & Community Service Advisory Meeting was November 7, 2024.
- EOY Health, Mental Health & Community Service Advisory Meeting was held March 20, 2025.
- EHS Master Family Advocates attend the Community BASIC NEEDS Network Meeting held quarterly.
- HS Master Family Advocates attend Champions for Children.

Challenges:

Program Goal 4:
AISD Head Start/Early Head Start Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

Measurable Performance Objective 1:
- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

Expected Outcome(s):
- Staff will be proficient in the use of technology needed to complete job-related responsibilities.

Progress/Outcomes:
- Technology training was provided on the following topics throughout the year: BOY technology, Cyber Security, Frontline & Eduphoria, student assessments and Go Engage.
- Technology support was provided as needed from campus Tech Liaisons.

Challenges:

Measurable Performance Objective 2:
- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of $45,000 a year to purchase high-quality instructional materials.

Expected Outcome(s):
- Children will have the age-appropriate technological skills necessary to be successful in a twenty-first century classroom.

Progress/Outcomes:
- The Head Start/Early Head Start Program staff implement developmentally appropriate learning experiences with technology to individualize instruction or provide an experience to children they may not have.

Challenges:
- Ensuring staff and students spend the appropriate amount of time using screens.

Measurable Performance Objective 3:
- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents, and staff.

Expected Outcome(s):
- Students, parents, and staff will be able to teach and learn in safe environments.

Progress/Outcomes:
- AISD Director of School Safety and Security hosts monthly meetings.
- Cameras are used for surveillance on the interior and exterior of the buildings.
- All exterior doors and gates always remain locked. All interior doors remain locked during instruction time. Door sweeps are done weekly.
- All visitors check in at the front door through the Raptor system.
- Crisis Go is utilized for monthly safety drills and communication during drills.
- HS/EHS continue to utilize all safety and security protocols to keep everyone on campus safe.

Challenges:

Measurable Performance Objective 4:
- The Head Start/Early Head Start Programs will utilize technology to complete data checkpoints and aggregate/disaggregate program data three times a year to inform continuous growth and improvement across all program areas.

Expected Outcome(s):
- Program staff will monitor and adjust all aspects of program planning based on data outcomes.

Progress/Outcomes:
- The programs aggregated and disaggregated school readiness data three times a year using the researched based Teaching Strategies GOLD or CLI Progress Monitoring Tool online assessment system to generate data points.

- *EHS continued to show growth in all domains of the Widely Health Expectations, showing students are meeting their growth outcomes in all areas of development. The area of Cognition with 95.38% was the greatest growth. The lowest growth was seen in the area of Math with 78.63% towards Widely Held Expectations.*
- HS's highest percentage of growth was seen in Rapid Letter Naming, under the Language and Literacy Domain with 53% increase from BOY to EOY. Speech Production & Skills had the highest percentage towards the expected outcome with 120%. The area with continued need for improvement was in Letter Sound Correspondence with a 43% toward the EOY expected outcomes.

Challenges:
- Staff absences play a role in students' learning and growth.

Program Goal 5:
AISD Head Start/Early Head Start Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.
Measurable Performance Objective 1:
- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment, and effective teaching practices by providing practice-based coaching to classroom staff 1 to four times monthly, depending upon the level of intensity needed by individual staff members.

Expected Outcome(s):
- Staff will demonstrate progress toward individualized professional development goals.

Progress/Outcomes:
- HS & EHS complete a Needs Assessment at the beginning of the year. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through a collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching goals.

Challenges:
  - Staff absences prevent coaches from actually coaching due to classroom coverage.

Measurable Performance Objective 2:
- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment for all students at the time of hire or within 120 days of hire.

Expected Outcome(s):
- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Head Start/Early Head Start Program.

Progress/Outcomes:
- *EHS teachers complete a 12-week coaching program as well as Child Care Regulations Orientation.*

- All HS teaching staff are qualified through the state of Texas. Teaching staff are also certified as an English as a Second Language certification by the completion of their first year as a certified teacher. All paraprofessionals working as instructional assistants hold Child Development Associate certifications. Ongoing CLASS and Conscious Discipline trainings take place throughout the year for all staff. New teachers received Conscious Discipline, CIRCLE and CLASS training during their bimonthly Mentor Mondays.
- All HS classroom assistants have the appropriate degree and/or a CDA.

Challenges:

- Staff retention proves to be a challenge to progress**.**

V. Recommendations

a. Areas for Program Improvement

No compliance issues were identified. Areas for program improvement were identified for the areas of Staff Wellness, Teaching and learning, Professional Development, Safety, Fiscal, and transition.

b. Program Improvement Plans

Performance Std.	Proposed Corrective Action or Improvement Plan	Person Responsible	Time Frame for Completion
1302.93 **Staff Health & Wellness**	Staff Wellness monies will be used to support campus culture and climate as well as staff's individual needs.	Leadership	August 24-May 2025
1302.31 (b)(1)(iv) **Teaching and the learning environment**	Continue to improve developmentally appropriate teaching practices to enhance individualized learning experiences.	Director, Assistant Director, ECD Coordinator	August 2025 - June 2026
1302.92 (c)(d) **Training & Professional Development**	For additional support for new teachers, EHS will add a checkpoint meeting to the 12 week coaching plan to ensure new teachers are effectively assessing students using the Gold assessment system at the first checkpoint. (Wave 1).	Director Assistant Director ECD Coordinators	August 2025 to June 2026
45 CFR 75.302 and 75.403-405 **Fiscal**	Meetings with district accounting staff monthly.	Sunne Schaake Suzy Vega	September 2025
1302.47(5)(iv) **Safety Practices**	Update Transportation Agreement with the addition of: Are there legal documents/safety plans in place that list certain people who are not authorized to pick up the student? YES_____ NO_____ IF yes, does	Facilities- Safety- Transportation coordinator.	August 2025

	the office have a copy of the documents? YES _____ NO _____.		
1302.70(d) Transition	Early Head Start and Head Start Preschool will work together to maximize the transition process. Changes will be made in the way information is shared via Google Drive making it easier to get student information to teachers and Head Start Preschool coordinators.	Early Head Start and Head Start Transition, Health & Mental Health	September 2025 - May 2026
1302.71(c)(2)(ii)(iii) Transition	Plan Coordinator visits to various Kindergarten settings within the District to gain a better understanding of the next learning environment including various Special Education and Behavior settings.	Amanda Johnson Julie Wilson	September 2025 - March 2026

VI. Self-Assessment Participants:

Member Name	Member Role (Staff, Parent, Community, Board)	Activity
Amanda Johnson	EDU Coordinator;HS Transition Coord.	HS Self-Assessment Leader Reviewed Tracking Documents
Andreana Tonche	MH Assistant	Go Engage, Mental Health Services Tracking Sheet
Angel Diaz	EHS Teacher	Teacher Interview: Planning, Coaching, and School Readiness
Angelina Mackey	EHS Teacher	Teacher Interview: Planning, Coaching, and School Readiness
Anna Ramirez	Long ELC Secretary	Work Orders
Annie Chavez	Former Head Start Parent	Playground Safety Check
April Slabaugh	MH Assistant	Go Engage, Mental Health Services Tracking Sheet
Braelee Cumbie	EHS Parent; Former Prenatal Program participant;Current EHS Staff member	Interviewed Prenatal Staff
Brandon Henry	Former Head Start Parent/Policy Council	Bus Safety Check
Caitilin Vasquez	Head Start Parent	Playground Safety Check
Chris Krause	*Staff, Early Head Start Program Director*	*Review documents, Answer interview questions, Review*

		Protocol, Interview Community Members
Christi Hernandez, LPC	Community Member	Conscious Discipline, SST Policies/Procedures, SST Evaluation Form, e-DECA Screener, HS Staffing Form, MH Observation Form
Christina Vasquez	Policy Council, president	Review documents
Cindy Earles	Community- School Board Member	Interview during FA2
Danielle King	Long ELC Academic Coach	Classroom Safety Check; Classroom Coaches Interview: Practice Based Coaching Plan
Darci Hodges	Community member	Reviewed plan and partnership with Dyess AFB
Denise Rister	Education Coach/Coordinator	EHS Self-Assessment Leader; Review documents
Donna Hall	Community member; Former Long ELC Transition Coordinator	Interviewed Prenatal Staff Reviewed EHS Prenatal Curriculum;School Readiness Plan and Data Analysis; Review documents, Interviews; Reviewed Fiscal documents
Dulce Alverez	Parent	Reviewed HS and Sped
Dusty Fahey	EHS Staff	Review of enrollment; Review documents, Ensuring that family style meal is being provided at CEHS; Transportation Self-assessment report review Selection Criteria
Erica Lafler	HS Parent	e-DECA report, e-DECA Home Strategies Handout, Parent Training Flyer/Handouts, MH Component Area/MH Coordinator Job Description, Student Behavior Management Policy, Monthly Newsletter, Mental Health Services Guide, Small Group Counseling Forms

Erin Cooper	EHS MH Coordinator	EHS Self-Assessment Leader.
Hannah Lewis	Head Start Teacher	Teacher Interview: Coaching, Planning, Dual Language Learners & Disabilities
Jana Nicole Churchill	Staff, Head Start Assistant Director	Review Protocol, Review documents, Review of CAN;
Jennifer Putnam	Community Retired - Director of Early Childhood programs	Review documents, Interviews
Jessica Lillard	Parent	School Readiness Plan, Curriculum Plan & Action Steps
Julie Wilson	Staff, Director of AISD Early Childhood Programs	Review documents, Answer interview questions, Review Protocol, Interview Community Members
Katelin Waldrum	Long ELC Academic Coach	Classroom Safety Check; Classroom Coaches Interview: Practice Based Coaching Plan
Katie Green	HS Teacher	Reviewed Individual Transition Plan and interview
Keanna Belk	EHS Teacher	Interviewed Fiscal Staff, Reviewed Documents; Staff Wellness
Kelly Campbell	Retired - HS Disabilities Coordinator; Community Member	Review Student Support Team (SST) documents; Reviewed Plans & Fiscal documents
Kelly Harris	Staff Education Specialist	MH Assessment for Staff/Parents & Families, Reviewed SST Plan Review documents; EHS Self-Assessment Leader
Kori Stewart	MH Coordinator	HS Self-Assessment Leader
Krista Gonzales	Head Start Resource/ Inclusion	Reviewed Plans; Self Assessment report review
Kylie Day	Staff Member	Reviewed Referral Process
Leanna Grosvenor	Head Start Family Services	Bus Safety Check
Lindsey McFall	EHS Data Clerk	Review of enrollment files; Classroom Checklist

Liz Chellette	Head Start Teacher	Teacher Interview: Coaching, Planning, Dual Language Learners & Disabilities
Madison Brooks	EHS Teacher	Review program practices
Maribel Gonzalez	AISD HR Department	Bus Driver Hire Dates and Background Check Dates
Melanie Adkins	Operations Manager	EHS Staff Completing the process and report
Melisha Barnhill	Mentor Teacher	Self Assessment report review
Melissa Martinez	Family & Community Engagement Coordinator	Selection criteria;Survey creation, data collection, community and program collaboration
Michele James	Head Start Safety-Facilities-Transportation Coordinator	Completing the process and report.
Mindy Cheatham, LBSW	EHS Prenatal Master Family Advocate Self-Assessment Team Leader	*Self-Assessment Team Leader: Prenatal Services Reviewed Protocol information on EHS Prenatal Services to ensure accuracy;* Prenatal Services Team Recruitment, Conducted Team Orientation and Training. Answered prenatal staff questions. Reviewed Protocol information on EHS Prenatal Services to ensure accuracy. Met to review and analyze the prenatal data to identify program strengths, weaknesses and any areas for improvement, if needed. Met with the team to provide prenatal services highlights and strengths to the Federal Review Team.
Noreen White	Community Member	Reviewed ECI Partnership
Rebecca Jones	Behavior Coach	Practice Based Coaching Plan
Rebecca Lana	HS Teacher	Reviewed Individual Transition Plan and interview
Roseann Garcia	EHS Teacher	Teacher Interview: Planning, Coaching, and School Readiness

Samantha Abila	Disabilities Coordinator	Disabilities Self-Assessment Leader, reviewed Disabilities Service Plans, reviewed tracking documents, review cognitive/social emotion procedures/polices and internal referral processes
Samantha Mayorga	EHS Master Family Advocate	Interviewed Prenatal Staff
Sapphira Rodriguez	Parent; EHS Teacher	Review documents; Teacher Interview: Planning, Coaching, and School Readiness; On-Board Bus Safety
Shannon Baker	HS Teacher	e-DECA Classroom Data, e-DECA Classroom Strategies Handout, Staff Monthly Newsletter, EAP Guide, Outside Resources List, MH Component Area/MH Coordinator Job Description
Shelly Parson	Family& Community Engagement Coordinator; Transition Coordinator	Survey creation, data collection, community and program collaboration;
Stephanie Nigro	Associate Teacher	Playground Checklist; MH Assessment for Parents & Families
Sunne Schaake	HS Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Suzy Vega	EHS Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Tammy Jones	Master Family Advocate/ERSEA Coord; HS Transition Coord.	HS Self-Assessment Leader; Review of attendance and eligibility/enrollment, recruitment survey; Survey creation, data collection, community and program collaboration
Tina Jones	AISD Director of Transportation	Bus Driver Training
Tonya Carrigan	AISD Special Programs Accountant	Reviewed Documents
Tyshae Jacobs	EHS Parent/Policy Council Member	Interviewed Prenatal Staff; Maintenance Order Check; Participate in transition interview

Whendy Lee	ERSEA Coordinator	Review of attendance and eligibility/enrollment, recruitment survey; Survey creation, data collection, community and program collaboration

Summary Report Completed by: Julie Wilson, Director for AISD's Early Childhood Programs