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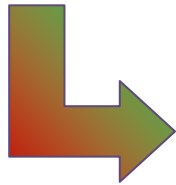
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Section I. Program Design and Approach to Service Delivery
Sub Section A: Goals

1. Program Goals

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|--|
| Program Goal 1: The NELC program will ensure that children and families will be ready to succeed in Kindergarten and beyond by closing the achievement gap. |
| Objective: To strengthen staff and parent knowledge in order to build, use and comprehend increasingly complex and varied vocabulary, math and science concepts to improve oral language by 50% as measured by student assessment by the end of the program year. |
| Expected Outcome: 90% of our children will score in the 85 – 99% on the early childhood testing instrument. 2015 – 2016 70% 2016 – 2017 75% 2017 – 2018 80% 2018 – 2019 85% 2019 – 2020 90% |



School Readiness Goals:

Children will comprehend and use increasingly complex and varied vocabularies in conversations

Children will develop and demonstrate the ability to use math and science concepts

| Program Activities That Support BOTH Goals & Objectives | Who | By When | Financial Supports | Data Tools or Methods for Tracking Progress |
|---|-----|---------|--------------------|---|
|---|-----|---------|--------------------|---|

| Teaching and Learning | | | | |
|---|--|------------------|-----------------------------------|--|
| 1. Establish a year-long professional development (PD) plan focused on vocabulary and oral language development. | Principal/HS Director Ed Coordinator | August | Ensure T/TA funds support PD Plan | Professional Development Plan (PD) PLC and Workshop attendance |
| 2. All children will identify and discriminate letter sounds in written words and in isolation | Principal/HS Director Ed Coordinator Teachers & Assistants | August – May | | Lesson plans, Individualization Plans, Child assessment scores and reports |
| 3. Train staff to intentionally use concept and amazing words from the curriculum to develop/hold meaningful conversations | Ed Coordinator Campus Instructional Leadership Team (CILT) | August/September | T/TA supports training | PD Plan PLC and Workshop attendance |
| 4. Observe classrooms and home visits; support staff and parents' use of meaningful vocabulary that increases in complexity over time | Principal/HS Director Ed Coordinator | August – May | | Professional Development and Appraisal System (PDAS) and CLASS Walkthrough documentation |
| 5. Provide a bulletin board to capture Amazing Words by Amazing Me. | All Coordinators Teachers & Assistants | September | | Evidence of bulletin board |
| 6. Children will engage daily in routines to count, compare, relate, identify patterns, and | Teachers & Assistants | August – May | | Lesson plans, Individualization |

| | | | | |
|---|--|--------------------------|------------------------------|---|
| <p>problem solve.</p> <p>7. Children will use the scientific method and process skills to collect information, make predictions, and draw conclusions to increase their understanding of their surrounding environment.</p> | <p>Teachers & Assistants</p> | <p>August – May</p> | | <p>Plans, Child assessment scores</p> <p>Lesson plans, Individualization Plans, Child assessment scores</p> |
| <p>Parent and Family Engagement</p> | | | | |
| <p>1. Conduct family events about the importance of talking with children in their home language; read books and use vocabulary in their home language</p> | <p>Family Services Coordinator and FDWs, All Coordinators, Principal/HS Director</p> | <p>September/October</p> | <p>Parent Training funds</p> | <p>Agendas, sign in sheets, and parent feedback surveys from events</p> |
| <p>2. Conduct family events about lifelong learning to enhance their knowledge and skills as their children’s first teacher.</p> | <p>Family Services Coordinator and FDWs, All Coordinators, Principal/HS Director</p> | <p>September – May</p> | <p>Parent Training funds</p> | <p>Agendas, sign in sheets, and parent feedback surveys from events</p> |
| <p>3. Partner with families to create a home library by providing a book a month for children to keep</p> | <p>Family Services Coordinator and FDWs, Ed Coordinator, Principal/HS</p> | <p>September – May</p> | | <p>Purchase orders for books that go home each month</p> |

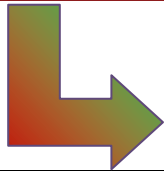
| | | | | |
|--|---|--|------------------------------|---|
| <p>4. Provide families with the concept and amazing word list on a weekly basis.</p> | <p>Director Teachers</p> | <p>August – May</p> | | <p>Classroom Newsletters</p> |
| <p>Community Engagement</p> | | | | |
| <p>1. Develop a partnership with the Orange County Libraries to encourage home reading.</p> <p>2. Provide parent training on appropriate use of libraries and library materials that includes an on-campus book drop box.</p> | <p>Family Services Coordinator Ed Coordinator Principal/HS Director</p> <p>Family Services Coordinator Ed Coordinator Principal/HS Director</p> | <p>August/September</p> <p>September</p> | <p>Parent Training funds</p> | <p>Notes from meeting with Library Representative, evidence of partnership</p> <p>Agendas, sign in sheets, and parent feedback surveys from events, Book Drop Box on campus</p> |
| <p>Health Services</p> | | | | |
| <p>1. Coordinate with attendance clerk and family development worker to make sure children and families participate in home visits, parent conferences & attend school regularly.</p> <p>2. Review results of hearing screenings to make sure that children who did not pass their hearing screening were referred for evaluation and services when indicated.</p> | <p>Principal/HS Director, All Coordinators, Attendance Clerk Teachers, Family Services Staff</p> <p>School Nurse, Health and Disabilities</p> | <p>August - May</p> <p>August /September</p> | <p>None</p> | <p>Attendance records, Home Visit and Conference Schedules, and signed Parent Needs and Information Update documents</p> <p>Hearing Screening documentation and referrals</p> |

| | | | | |
|--|---|---------------------|---------------------------------------|---|
| <p>3. Provide home visitors and teachers with age-appropriate, health-related vocabulary in home language(s) and in English.</p> | <p>Coordinator School Nurse Ed Coordinator</p> | <p>August - May</p> | | <p>Appropriate documents from School Nurse and Nurse's Newsletter</p> |
| <p>Program Management</p> | | | | |
| <p>1. Recruit and hire instructional staff with experience and expertise in working with preschool age children.</p> | <p>Principal/HS Director, Ed Coordinator, HR</p> | <p>Ongoing</p> | <p>Ensure adequate salary funding</p> | <p>HR documentation</p> |
| <p>2. Develop a list and cultivate substitutes that are aware of developmentally appropriate practices for young children.</p> | <p>Principal/HS Director, Ed Coordinator</p> | <p>Ongoing</p> | | <p>Substitute list and HR documentation</p> |
| <p>3. Report regularly to governing body, Policy Council, and other stakeholders on progress in meeting goals.</p> | <p>Principal/HS Director</p> | <p>August – May</p> | | <p>Policy Council minutes and Principal's Reports</p> |
| <p>4. Provide staff training on Teaching Strategies Gold and CLASS</p> | <p>Principal/HS Director, Ed Coordinator, CILT</p> | <p>August</p> | <p>T/TA Funding</p> | <p>PD Plan, Meeting Agendas and sign in sheets, Purchase Order for training</p> |
| <p>5. Oversight, aggregation and disaggregation of the collected data will be monitored by management staff.</p> | <p>Principal/HS Director, Mental Health Coordinator, Ed Coordinator</p> | <p>August - May</p> | | <p>Child assessment score reports, Case Management notes</p> |

Program Goal 2: The NELC program will establish an enrichment program to broaden the children’s experiences that continue to support their reading and math skills.

Objective: Incorporate fine arts to broaden their experiences and provide a connection to their reading and math skills while enhancing their social skills.

Expected Outcome: 90% of our children will score in the 85-99%ile on the early childhood testing instrument by 2019-2020.



School Readiness Goal:

Children will gain experiences in the arts and social skills

| Program Activities That Support Goals & Objectives | BOTH | Who | By When | Financial Supports | Data Tools or Methods for Tracking Progress |
|--|------|---|-----------------|--------------------|---|
| Teaching and Learning | | | | | |
| Provide enrichment activities including music, PE, art, dance and sports | | Principal/HS Director, Ed Coordinator, Teachers, Assistants, Partners | September - May | Supply funding | Program attendance records, survey feedback |

| | | | | |
|---|---|-----------------|-----------------------|---|
| Parent and Family Engagement | | | | |
| Curriculum based meetings will mirror the children's enrichment activities so parents can provide home support. | Principal/HS Director, Ed Coordinator, Family Services Coordinator | September - May | Parent Training funds | Sign in sheets, evaluations, and survey |
| Community Engagement | | | | |
| Engage the community to facilitate and provide activities. | Principal/HS Director, Ed Coordinator, Family Services Coordinator | September - May | | Record of community outreach attempts and activities provided |
| Health Services | | | | |
| Practice healthy and safe habits in regard to general health, oral health and nutrition, and safe environment and injury prevention | School Nurse | September - May | | Safety checklists and menus |
| Program Management | | | | |
| Monitor attendance, activities and funding | Principal/HS Director, Ed Coordinator, Attendance Clerk, Financial Specialist | September - May | | Student attendance, parent attendance, and financial reports |

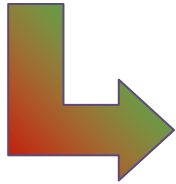
Program Goal 3: The NELC program will establish community STEM partnerships that will lay the foundation for future opportunities

Objective: Build partnerships during 2015-2016 school year with Agri-Life.

Strengthen STEM community partnerships through a community garden with 100% campus participation, and Better Living For Texas Club with a minimum of 10 students participating by the end of the school year.

Expected Outcome: 100% Staff Participation

A community garden
STEM career awareness



School Readiness Goal:

Children will begin to demonstrate citizenship and leadership by taking an active role in campus wide projects including but not limited to a food drive and pennies for patients (fundraiser for cancer patients).

| Program Activities That Support Goals & Objectives | BOTH | Who | By When | Financial Supports | Data Tools or Methods for Tracking Progress |
|--|------|---|-------------|-----------------------|---|
| Teaching and Learning, Parent and Family Engagement, Community Engagement, Health Services, and Program Management | | | | | |
| 1. Lessons on planting and maintaining a garden from Agri-Life. | | Ed Coordinator, Family Services Coordinator, Agri-Life Partners | March – May | Parent Training funds | Lesson plans and schedules |
| 2. Master gardeners provide education on container gardening. | | Ed Coordinator, Family Services Coordinator, Agri-Life Partners | March – May | | Agenda, sign in sheets and feedback surveys |

| | | | | |
|--|--|----------------|--------------------------|---|
| 3. Family education -- make and take on healthy cooking, nutritional recipes, and a community dinner | School Nurse, Nutrition Specialist, Principal/HS Director, Ed Coordinator, Family Services staff, teachers, assistants | February – May | Parent Involvement funds | Agenda, sign in sheets and feedback surveys |
| 4. Monitor funding for supplies and resources | Financial Specialist, Ed Coordinator, Principal/HS Director | August - May | | Financial reports |

2. Self Assessment and Needs

The Self-Assessment process began in January and was completed in March 2015. Team managers received training from the principal in January. Each team manager then formed a team consisting of staff and parents. Teams met, discussed program goals, reviewed data and documents to assess progress and completed the self assessment program booklets. A parent survey was sent home in February to obtain program information from the parents’ perspective. Programmatic data was compiled, reviewed and analyzed to determine the strengths, needs, and plans for improvement. Parents, staff, managers, community members, and Policy Council members were invited to participate in the process. The results are compiled and a self assessment report and program improvement plan.

NORTH EARLY LEARNING CENTER

HEAD START

Self Assessment Report and Program Improvement Plan

2015 – 2016

BACKGROUND INFORMATION

North Early Learning Center Head Start Orange, Texas

The North Early Learning Center Head Start family takes pride in its school. North Early Learning Center is fully accredited by the Texas Education Agency and offers a quality education for its students. The Center also provides a variety of content area services for children and families, and parents are involved at every level of the program. The school's collaborative efforts with Foster Grandparents Program, Retired Senior Volunteers Program, Lamar University Mentoring Services, the Library System, and many other agencies allow for maximum community involvement. An intentional, coordinated planning process allows for the provisions of quality services. Transition services and supports are provided to all students to include those with disabilities.

North Early Learning Center offers three (3) pre-school programs to eligible children (i.e., Head Start, Pre-Kindergarten, and PPCD Programs.) The Head Start and Pre-Kindergarten Programs introduce both three and four year olds to the concepts of learning. Both programs are designed for children of low-income families. North Early Learning Center also offers Preschool Programs for Children with Disabilities (PPCD). This program largely serves eligible children three years old and older who are referred by county and state agencies. Over 300 children are usually served in North Early Learning Center's programs during the school year.

This comprehensive plan highlights the unique needs of the program and the community in which the program operates. The Training and Technical Assistance Plan takes into account information from the program's Self-Assessment, Community Assessment, Program Plans and collaborative meetings with the management team.

| | | | |
|---|--|--|-----------------|
| <p>Overall Vision for Growth: North Early Learning Center—Head Start will implement an exemplary Head Start Program that follows the overall philosophies and procedures mandated by the Administration for Children and Families (ACF) and dictated by the Head Start Performance Standards.</p> | | <p>Resources Available: Head Start Funding Community Partners West Orange Cove Independent School District Consultants – Lamar Speech and Hearing Dept, Samaritan Counseling</p> | |
| <p>Strengths:</p> <ol style="list-style-type: none"> 1. School District collaboration and support 2. Community partnerships and involvement 3. Highly-qualified teachers 4. Trained support staff 5. State-adopted curriculum 6. Numerous success stories 7. Positive school climate 8. Most all Teacher Assistants received CDA 9. FDW credentialing | | <p>Growth Areas to be addressed:</p> <ol style="list-style-type: none"> 1. Program Governance 2. Planning 3. Record Keeping/Reporting 4. Prevention and Early Intervention 5. Family Partnerships 6. Child Outcomes 7. Curriculum and Assessment 8. On-Going Monitoring 9. Family and Community Engagement <p>Ongoing Professional Development to be addressed:</p> <ol style="list-style-type: none"> 1. Behavior Management 2. ERSEA Training on Final Rule Implementation 3. Staff Development as outlined in the PD Plan | |
| ACTION PLAN | | | |
| Growth Area or Ongoing Professional Development Identified | Performance Standards to be addressed | Additional information gathered | Outcomes |

| | | | |
|--|--|---|--|
| Program Governance | 1304.50 Program Governance | Training to the governing board, policy council, and parent committees on individual and collective roles and responsibilities and shared governance will enhance their leadership roles in the program. | The School Board and the Policy Council will be able to better understand and articulate their individual and collective roles and responsibilities as it relates to shared governance. |
| Planning | 1304.51 Management Systems and Procedures | North Early Learning Center—Head Start has prepared a 5 year strategic goal plan. | An agency-wide planning calendar will be developed and implemented to ensure goals are met. |
| Record Keeping Reporting | 1304.51 Management Systems and Procedures | North Early Learning Center implemented ChildPlus. Ongoing monitoring will continue as we expand and implement additional components of the system. | Ongoing monitoring will continue through reporting. |
| Prevention and Early Intervention | 1304.20 Child Health and Developmental Services | North Early Learning Center— Collaboration with dietician and health coordinator for more intensive training for parents on the importance of starting good nutrition early to prevent | Parent’s knowledge of good nutrition will increase healthy eating habits for their families. |

| | | | |
|--|--|--|---|
| | | childhood obesity. | |
| Family Partnerships | 1304.40 Family Partnerships | Provide parent training that promotes family self sufficiency. | Parents will have opportunities to increase their self sufficiency. |
| Child Outcomes and Curriculum and Assessment. | 1304.21 Education and Early Childhood Development | North Early Learning Center—Head Start recently purchased TSG and technology to implement an effective monitoring and assessment system to improve student learning, individualization and close the achievement gap. | Improved student learning to close the achievement gap. |
| Disabilities | 1308.0 Services for Children With Disabilities | Additional training to staff regarding children with disabilities will enable the staff to be more knowledgeable of specific illness and disabilities which will help them provide developmentally appropriate instruction to students. | All staff will continue to be trained on disabilities to ensure a high quality education for all students. |
| Family and Community Engagement | | Parent training; childcare for parents during meetings. | Parents will focus on the content as opposed to entertaining their child. |

North Early Learning Center—Head Start
 Self-Assessment Plan of Action
 2015 - 2016

| Area | Strategies/Activities | Person(s) Responsible | Completion Date | Sources of Information/Resources | F/U Date by Director or Designee |
|-------------------|---|---|-----------------|--|----------------------------------|
| PLANNING | | | | | |
| | Plan and conduct regularly-scheduled, documented management team, policy council, staff, and parent center meetings <ul style="list-style-type: none"> • Manager Meetings • CILT Meetings • PLC • Policy Council Meetings • Parent Center Meetings | Director Education Coordinator Program Coordinators | August - May | Self-Assessment Sign in logs Evaluations Policy Council Meeting/Training Minutes | Quarterly - Director |
| GOVERNANCE | | | | | |

| | | | | | |
|----------------------|--|--|---|---|--|
| | <ul style="list-style-type: none"> • Maintain a uniform and consistent approach with the PC binder (i.e., monthly sign-in sheets, agendas, minutes, HS Director's program reports, fiscal report, and any resources, information shared) • Improve Policy Council Involvement | <p>Director Family Service Coordinator</p> <p>Director Family Service Coordinator</p> | <p>August - May</p> <p>August – May</p> | <p>Policy Council Minutes Interagency Agreement Impasse Conflict Resolution Board of Trustee – Approval</p> <p>Policy Council member attendance sign in sheets Policy Council Minutes</p> | <p>Monthly – Family Service Coordinator</p> <p>Monthly – Director and Family Service Coordinator</p> |
| COMMUNICATION | | | | | |
| | <ul style="list-style-type: none"> • Maintain effective and efficient communication process, that is implemented and documented, to include the following policies and procedures • Communication with the Board of Trustees and Policy Council • Communication with Staff • Integrated collaboration campus wide • Increase planning and communication between | <p>Director Program coordinators Staff</p> <p>Director Family Services Coordinator</p> <p>Director</p> | <p>August – May</p> <p>On-going</p> <p>August – May</p> | <p>Meetings/Trainings Staff sign –in logs Meeting/Training Agenda Evaluation Information packets Self-Assessment Content Area Plans Monthly Calendars Managers meetings</p> | <p>Monthly</p> <p>On-going</p> |

| | | | | | |
|---------------------------------------|--|--|---|---|-------------------------------|
| | <p>program coordinators and instructional staff</p> <ul style="list-style-type: none"> • Increase classroom engagement | <p>Director</p> <p>Director Program Coordinators Staff</p> <p>All staff</p> | <p>On-going</p> <p>On-going</p> | <p>Sign in sheet log</p> <p>Sign in sheets</p> | |
| ONGOING MONITORING | | | | | |
| | <ul style="list-style-type: none"> • Continuation of an ongoing monitoring system, that identifies staff responsibilities, specific timelines for completion, as well as documentation of completion and follow-up, to include the systems and services • Monthly checks of ChildPlus data for completion and accuracy | <p>Director Program Coordinators</p> <p>Director Education Coordinator Family Services Coordinator</p> | <p>August - May</p> <p>August - May</p> | <p>Programmatic Tracking form Documented Monthly Managers meetings</p> <p>ChildPlus</p> | <p>Monthly</p> <p>Monthly</p> |
| HUMAN RESOURCES | | | | | |
| | <ul style="list-style-type: none"> • Increase use of technology to facilitate the hiring process –Applitrak system | <p>Director Finance Specialist Human Resources</p> | <p>On-going</p> | <p>Implementation of Applitrak software</p> | <p>On-going</p> |
| RECORD-KEEPING & REPORTING | | | | | |

| | | | | | |
|--|---|--|------------------------------------|---|-------------------------------|
| | <ul style="list-style-type: none"> • Continue implementation of ChildPlus • Implement Teaching Strategies GoldPlus | <p>Director Program Coordinators Family Services Staff</p> <p>Education Coordinator Teachers Instructional Aides</p> | <p>August – May</p> | <p>Weekly and monthly data review by director and management team</p> <p>Weekly and monthly reports</p> | <p>Weekly and Monthly</p> |
| ERSEA | | | | | |
| | <ul style="list-style-type: none"> • All FDW staff input applications, family services, and events in ChildPlus • Screenings for disabilities scheduled during August | <p>Director ERSEA Coordinator Family Services Staff</p> | <p>August – June</p> <p>August</p> | <p>Monthly data review by director – daily data review by FS Coordinator</p> | <p>Daily, Weekly. Monthly</p> |
| FACILITIES, MATERIALS, EQUIPMENT and SUPPLIES | | | | | |
| | <ul style="list-style-type: none"> • Continue to immediately address issues that require immediate resolution and prioritize attention for correction | <p>Director Head Custodian Maintenance Staff All staff</p> | <p>August - July</p> | <p>Maintenance work orders</p> | <p>Daily</p> |
| HEALTH SERVICES | | | | | |
| | <ul style="list-style-type: none"> • Continue implementation of a holistic plan, that | <p>Health/Nutrition Manager</p> | <p>August - May</p> | <p>News Letters, agendas</p> | <p>On going</p> |

| | | | | | |
|--|---|--|--|--|---------------------|
| | incorporates and strengthens the home-school connection <ul style="list-style-type: none"> • Continue to improve staff training on promoting physical development and supporting other learning areas to address and support Office of Head Start's initiative on childhood obesity | | | | |
| NUTRITION SERVICES | | | | | |
| | <ul style="list-style-type: none"> • Continue providing training for parents • Continue to improve training in the areas of nutrition, health and wellness | Dietician Health Manager | August - May | Sign in sheets | On-going |
| DISABILITIES AND MENTAL HEALTH SERVICES | | | | | |
| | <ul style="list-style-type: none"> • Increase parent participation at Admission Review Dismissal meetings: incentives, phone calls day before, have child remind parent (if applicable), offer transportation, option to participate by phone • Full day PPCD program for 3 year olds which will allow for full inclusion of 3 year old HS and PPCD 3 | Disabilities Coordinator Education Coordinator Director WOCCISD Special Services Director | August – May August – May August – May | Sign in sheets Trainings Referral forms ChildPlus | Monthly and Ongoing |

| | | | | | |
|---|---|---|---|---|----------------------------|
| | <ul style="list-style-type: none"> year olds • Parental participation in issues dealing with their child – i.e.- behavioral • Parent participation – train parents on the importance of school and school behavior, have parents volunteer in the classroom, provide more behavior-related trainings for parents | <p>Director and All staff</p> <p>Director Program Coordinators Teachers</p> | <p>August - May</p> | <p>Agendas Sign In Sheets Case Management Documentation</p> | <p>On-going</p> |
| EDUCATION AND EARLY CHILDHOOD SERVICES | | | | | |
| | <ul style="list-style-type: none"> • Make parents aware of the curriculum committee opportunity during orientation and the parent center meetings • Implement Teaching Strategies GoldPlus to improve individualization time | <p>Director Education Manager Curriculum Committee Field Trip Committee</p> <p>Education Coordinator Teachers Instructional Aides</p> | <p>August – May</p> <p>August - May</p> | <p>Agendas Sign In Sheets</p> | <p>Monthly and Ongoing</p> |
| FISCAL | | | | | |
| | <ul style="list-style-type: none"> • Continue to seek applicable trainings • Continue implementing the Applitrak system to facilitate communication between Human Resources and Fiscal Department | <p>Fiscal Specialist</p> <p>Fiscal and HR</p> | <p>August – May</p> <p>On-going</p> | <p>Training Documentation</p> <p>Skyward</p> | <p>Ongoing</p> |

3. School Readiness Goals

| School Readiness Goals | Family Engagement Outcome |
|---|---|
| <p style="text-align: center;">Language and Literacy</p> <ol style="list-style-type: none"> 1. Children will build, use, and comprehend increasingly complex and varied vocabulary to improve oral language for conversation and communication. 2. Children will identify and discriminate letter sounds within words and in isolation. 3. Children will use and understand print as a system of communication. 4. ELL children will develop, use, and comprehend vocabulary proficiency in English. <p style="text-align: center;">Cognition and General Knowledge</p> <ol style="list-style-type: none"> 1. Children will engage daily in routines to count, compare, relate, identify patterns, and problem solve. 2. Children will use the scientific method and process skills to collect information, make predictions, and draw conclusions to increase their understanding of their surrounding environment. <p style="text-align: center;">Physical Well Being and Motor Development</p> <ol style="list-style-type: none"> 1. Children will demonstrate control of large muscles for movement, navigation, and balance. 2. Children will demonstrate control of small muscles for purposes involving using utensils, self-care, building, writing, and manipulation. 3. Children will learn and practice healthy and safe habits in regards to health, nutrition, and safe environment. | <p style="text-align: center;">Family Goals:</p> <ol style="list-style-type: none"> 1. We will help families engage their children in language, literacy, math, and science development by providing training and workshops for parents. 2. We will develop and ignite a passion for life-long learning in children through rigorous age appropriate engaging instruction. 3. We will encourage families to be educational advocates for their children’s learning. <p style="text-align: center;">Activities:</p> <ul style="list-style-type: none"> • Family Literacy Events • Family Math Events • Family Science Events • Curriculum education meetings and trainings to include ages and stages • I-Care meetings • I-Care monthly take home connection activities • Family engagement activities in the classrooms • Weekly classroom newsletters • Ladies Breeze • Male Initiative • Home Visits • Parent/Teacher Conferences |

Social and Emotional

1. Children will engage in and maintain positive adult/child and peer relationships and interactions.
2. Children will display levels of attention, emotional regulation, and behavior in the classroom that are appropriate to the situation and supports that are available.
3. Children will develop a sense of self and the ability to identify themselves within their family and culture.

Approaches to Learning

1. Children will demonstrate an interest in learning about the world and in working in groups.
Children will demonstrate persistence and sustained attention when working with materials, activities, and information.

4. Program Impacts

At the conclusion of our five year grant cycle, our program will have made positive changes in the lives of the children and parents we serve as well as the community. The goal of our head start program is to ensure children are ready for school. This goal requires that we also prepare the family for success as they prepare to have children in kindergarten and beyond. Our program goals were designed to ensure we close the achievement gap for our students. We will meet our goals by closing the achievement gap. Research shows that children of poverty are four million words behind in their vocabulary by the age of three. We have built in strong vocabulary strategies into our goals which will allow our children to enter kindergarten with rich vocabularies across all content areas. While closing the achievement gap we will establish deep roots in the community in which we operate and help families be advocates for their children in school by helping them to develop quality habits for life-long learning, safety, health, and nutrition.

Our enrichment program goal will bring in community partners and students from the high school and other community partners further strengthening our impact within the community as we recognize and celebrate the success of students and families. Our community garden will provide students and families with the opportunity to learn about science, technology, engineering and math (STEM) opportunities within the community as we partner with organizations within our community and surrounding areas. Implementing a STEM program provides not only the opportunity for community outreach but allows the students and parents to learn about future opportunities within our school system as students enter middle and high school and determine what their graduation track will be.

Sub Section B: Service Delivery

1. Needs of Children and Families

The Head Start Program of the West Orange-Cove Consolidated Independent School District has a funded enrollment of 239 pre-kindergarten age children. The center based program, North Early Learning Center, is located at 801 Cordrey, Orange, Texas and serves all of Orange County. The program consists of fourteen classes of three and four year old children in full day sessions. The campus also has a Pre-kindergarten Program and a Pre-school Program for Children with Disabilities (PPCD). The district also provides Head Start-eligible children with limited English proficiency with English as a Second Language (ESL) services on site. The center has a community partner who teaches English to parents and families three days per week.

2. Service Area:

Below is the demographic information taken from our most recent Community Assessment.

Demographic Data:

| Geographic Location | Population | Racial and Ethnic Composition | | | | Poverty | Median Household Income Dollars | Per Capita Income Dollars |
|---------------------|------------|-------------------------------|-------|-----------|-------|---------|---------------------------------|---------------------------|
| | | W | B | H/L Orig. | Other | | | |
| Texas | 25,145,561 | 70.4% | 11.8% | 37.6% | 17.8% | 17% | 50,920 | 25,548 |
| Orange County | 81,837 | 86.1% | 8.5% | 5.8% | 5.4% | 13.6% | 48,833 | 23,451 |

| | | | | | | | | |
|--------------|--------|-------|-------|-------|-------|-------|--------|--------|
| Orange | 18,595 | 60.9% | 33.2% | 5.2% | 5.9% | 19.3% | 42,328 | 25,091 |
| Mauriceville | 3,252 | 94.6% | .8% | 8.3% | 4.7% | 7.3% | 62,292 | 22,760 |
| Pinehurst | - | - | - | - | - | 22.2% | 29,728 | 20,588 |
| West Orange | 3,443 | 83.7% | 6.1% | 12.3% | 10.1% | 19.5% | 34,799 | 18,822 |
| Bridge City | 7,840 | 92.9% | .3% | 7.1% | 6.8% | 9.5% | 60,767 | 22,896 |
| Vidor | 10,579 | 95.7% | .1% | 5.1% | 4.2% | 15.8% | 38,259 | 19,581 |

Comparative Poverty Rates

| | Orange County | Orange | Bridge City | Vidor | Mauriceville | West Orange | Texas |
|--------------------------|---------------|--------|-------------|-------|--------------|-------------|-------|
| Individuals | 13.6% | 19.3% | 9.5% | 15.8% | 7.3% | 19.5% | 17% |
| Families | 11.6% | 15% | 6.1% | 16% | 3.7% | 19.3% | 13.2% |
| Female Head of Household | 31.9% | 36.7% | 15.6% | 41% | 0% | 46.1% | 32.7% |

Based on the results of a Family Needs Surveys, information gathered on Family Partnership Agreements and by institutions in the community that serve young children (such as Local Education Agency's (LEA), Health Clinic, Churches and the Texas Department of Protective and

Regulatory Services) eligible Head Start families identified the following needs in the areas of Education, Health, Nutrition and Social Services.

a. Education

- i. ESL (second language)
- ii. GED assistance
- iii. Continuing Education
- iv. Adult Education

b. Child Care

- i. Need child care
- ii. Need financial assistance with child care

c. Social Services needs

- i. Need of assistance with clothing
- ii. Need of assistance with employment
- iii. Need of housing
- iv. Need of assistance with food
- v. Transportation
- vi. Community Involvement and Volunteerism (was of contributing to community)

d. Health Service needs

- i. Need for health insurance
- ii. Primary Health Care Provider

e. Nutrition Service needs

- i. Need for Nutrition Education / Meal Planning

The Head Start disabilities program collaborates with the Special Services Department of WOCCISD. A Speech Language Pathologist and Speech Intern are housed on campus for those children identified as speech impaired. The program is currently serving 23 children in speech therapy; one child is hearing impaired and the deaf education teacher from the Region Service Center works with him; one child is Autistic; one child is visually impaired and has the assistance of the Visually Impaired teacher contracted through the district; and one child is Non-Categorical Early Childhood (NCEC). This category is used for ages 3-5 indicating that a disability is suspected but because of age we are unable to complete appropriate assessments. The school district currently provides an ESL instructor and assistant to teach those children identified as needing this service. They currently teach on campus daily for thirty minutes. Head Start employs two (2) assistants in the classroom who are proficient in Spanish. Interpreters are provided for other languages as needed. Family Services also has a family service worker who is proficient in Spanish to assist parents daily and our attendance clerk is bilingual and communicates daily with our bilingual families as well. Flyers, newsletters and/or documents going home to Spanish speaking families are translated.

We provide services to homeless children, and children in foster care. Services are coordinated with the appropriate state and county services to ensure children and family needs are met. In addition to our center based services we partner with numerous community agencies and organizations to meet the needs of our children and families.

| <u>Agency</u> | <u>Service</u> |
|--|---|
| Texas Health and Human Services | Assistance with TANF, Food Stamps, Child Care |
| Availability and Accessibility | Program, Employment Services, Special Nutrition |
| M-F 8:00 a.m. – 5:00 p.m. | Program, Family Violence Services |

| | |
|--|---|
| Texas Department of Health and Human Services Aging and Disabilities | Medicaid / CHIPS Eligibility, Child Protective Services, various services to low income, Elderly and Disabled |
| Availability and Accessibility: M-F 8:00 a.m. – 5:00 p.m. | |
| Workforce Solutions | Services to individual's laid off and/or dislocated from work, GED preparation, on-the-job training, literacy, employment assistance and search |
| Availability and Accessibility: M-T 8:00 a.m. – 5:00 p.m. F- 8:30 am – 5:00 pm | |
| Early Childhood Intervention (ECI) First Steps | Intervention, to disabled children, birth to three years of age |
| Availability and Accessibility: M-F 8:00 a.m. - 5:00 p.m. | |
| Greater Orange Area Literacy Services | Provides tutoring in beginning math and reading, GED and ESL classes, college test preparation |
| Availability and Accessibility: 9:30 a.m. – 3:00 p.m. | |
| Women, Infants & Children (WIC) UTMB | Nutrition education, immunizations, services to pregnant women. |
| Availability and Accessibility: M-F 8:00 a.m. - 5:00 p.m. | |
| Child Care Contractor Services (CCCS) | Financial assistance to low income families for childcare assistance through Catholic Charities |
| Availability and Accessibility: M-F 8:00 a.m. - 5:00 p.m. | |

Orange County Extension Services

Availability and Accessibility:

M-F 8:00a.m. – 5:00p.m.

Provides family training and presentations on nutrition, nutrition education, sewing, horticulture, animal care and competition and financial budgeting

Salvation Army

Availability and Accessibility:

M-F 8:00 a.m. - 5:00p.m.

Clothing, food, shelter and assistance, Boys and Girls Club

Red Cross

Availability and Accessibility:

Daily / 24 hrs.

Provide relief to victims of disaster and help people prevent, prepare and respond to emergencies

Orange County Social Services

Availability and Accessibility:

M-F 8:00 a.m. - 5:00p.m.

Indigent health care and medical assistance programs

Friends Helping Friends

Availability and Accessibility:

T – F 9:00 a.m. – 5:00 p.m.

Financial assistance, rent, food, furniture, clothing

Orange Christian Services

Availability and Accessibility:

M-Th 10:00 a.m. – 2:00 p.m.

F – 10:00 am – 12:00 pm

Clothing, Food and Utility Assistance

Orange County Housing Authority

Availability and Accessibility:

M-F 8:00 a.m. 4:30 p.m.

Provides low-income housing, Section 8

| | |
|---|---|
| Spindletop MHMR Services | Mental Health outpatient services, Intensive |
| Availability and Accessibility: | Outpatient Alcohol and Drug Services |
| M – F 8:00 a.m. – 5:00 p.m. | |
| Scheduled Admission | |
| Texas Department of Family and Protective Services | 24 hour hotline reporting various abuse situations |
| Availability and Accessibility: | |
| M-F 8:00 a.m. – 5:00 p.m. | |
| South East Texas Regional Planning | Counseling |
| Availability and Accessibility | |
| M-F 8:00 a.m.-4 p.m. | |
| Local Food Bank | Food Services for families |
| Saturday 9 - 12 | |
| South East Texas Area On Aging | Registering elderly for 211 and providing financial assistance for dentures, eye-glasses, and assistant equipment for the elderly. Benefits counseling, and Care Coordination |
| Availability and Accessibility | |
| M-F 8:00 a.m. – 4:00 p.m. | |
| Orange Campfire | presents summer safety, drug awareness, summer day care and resident camp |
| Availability and Accessibility | |
| M-F 8:00 a.m.-4 p.m. | |
| American Association of University Women (AAUW) | Books for every child to create an at home library and promote reading |
| Habitat For Humanity – Greater Orange | Provides home ownership to low income families |

Availability and Accessibility

Sat – 7:00 am – 2:00 pm

Orange County Health Department Prenatal care, family planning, EPSDT screenings,

Availability and Accessibility Immunizations, WIC, STD/HIV Screening and c

Monday, Wednesday & Thursday 7:00 am – 6 pm counseling, Cancer Stop Program

Tuesday – 8:00 am – 7:00 pm

Friday 8:00 am – 5:00 pm

Lamar University Speech

and Hearing Department Provide interns for speech and language screening

Lamar University Mentoring Program Provide mentors for new teachers, use North for training site for up and coming teachers

WO-C Head Start works closely with the following agencies that provide professional services as required by Head Start.

Services

Agency

Health

Orange County Health Department

Prenatal care, family planning, EPSDT screenings,

Immunizations, WIC, STD/HIV Screening and

counseling, Cancer Stop Program

Availability and Accessibility

Monday, Wednesday & Thursday 7:00 am – 6 pm

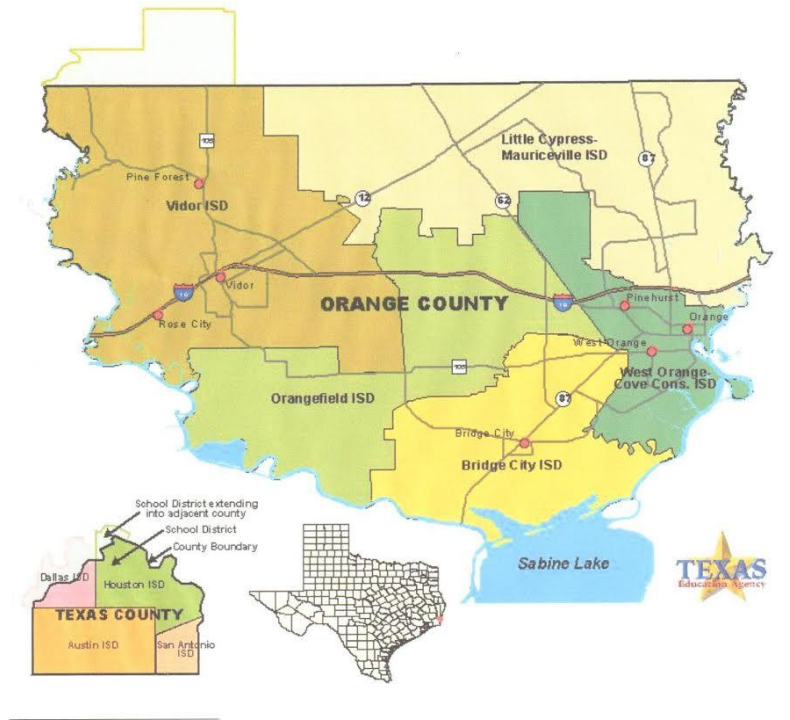
Tuesday – 8:00 am – 7:00 pm

Friday 8:00 am – 5:00 pm

Dr. Kyle Walker

| | |
|----------------|---|
| | Mental Health Julie Symons-Luke, M.S.W., L.P.C. |
| | Availability and Accessibility |
| | By Appointments M-F |
| | Carla Badgett Samaritan Counseling |
| Nutrition | West Orange-Cove C. I. S. D. Food Service |
| | Kalyn Cryer, Registered Dietitian |
| | Availability and Accessibility: |
| | Daily 6:30-4:00 |
| Education | West Orange-Cove C. I. S. D. |
| | Southeast Texas Foster Grandparents |
| | Experience Workers through TX Workforce |
| | Availability and Accessibility: |
| | Daily 8:00 a.m. – 3:00 a.m. |
| Social Service | Orange Christian Services |
| | Availability and Accessibility: |
| | M- Th 10:00 a.m. – 2:00 p.m. |
| | F – 10:00am – 12:00pm |
| | Friends Helping Friends |
| | Availability and Accessibility: |
| | T – F 9:00 a.m. – 5:00 p.m. |
| Training | Region V Service Center |
| | West Orange-Cove C. I. S. D. |
| | Availability and Accessibility: as scheduled |

A major recruitment effort is launched every spring to identify additional eligible families within Orange County. The Family Development staff in collaboration with staff, community partners, and parents utilizes a variety of recruitment strategies to meet our funded enrollment of 239 children and families. Increased public awareness of the Head Start program is accomplished by posting on social media, posting flyers in county community social service agencies, businesses, churches, and medical and dental offices. These flyers provide information on Head Start eligibility criteria for enrollment into the program. Door hangers are used to notify parents of our visit and asking that they call Head Start, if no one is home.



Recruitment signs are also mounted in yards and along the streets throughout our recruitment area.

3. Justification of Proposed Funded Enrollment

Our funded enrollment of 239 meets the needs of the Orange County community. We serve the neediest children in Orange County, preparing them to be school ready. The center based option under which we operate allows the program to meet the needs of children and families. In addition, to preparing children for school and closing the achievement gap we serve the families helping them to be advocates for their children, to meet their shelter and nutritional needs, obtain

health insurance and or medical to include vaccinations and dental needs, and assist with employment or other needs that they may have to help them be successful and self sufficient. The center based program provides the many varied services and referrals to meet the needs of the children and families. Other program based options would not meet the needs of the children and families we serve.

4. Centers and Facilities

Our program location is centrally located and meets the needs of our families as evidenced by the demographics. Many of our families are within walking distance of the center and bus transportation is available for students within our ISD. The facility meets or exceeds all state and federal building requirements for children. Our program personnel includes a Director, an Education Coordinator, a Family Development Coordinator, four Family Development staff (Parental Involvement Case workers, whom along with the Family Services Coordinator also enter their own information into the Head Start student management system ChildPlus.net), a Mental Health / Disabilities Coordinator, a Health / Safety Coordinator (RN), a Financial Specialist, and an attendance clerk and eight bus aides. Additionally we have fourteen teachers and fourteen teacher assistants for Head Start, two PPCD teachers, and one Pre-kindergarten teacher. North Early Learning Center's Head Start Program participates in the Foster Grandparents program through an agreement between North and the Southeast Texas Regional Planning Commission. We currently have nine Foster Grandparents that assist in the Head Start classrooms and three senior Experienced Works workers. We also collaborate with Greater Orange Area Literacy Services (GOALS); an adult literacy program to assist parents with GED, beginning reading and math, and preparation for drivers test.

5. Recruitment and Selection

Responsibility for Eligibility Recruitment Selection Enrollment Agency (ERSEA) function is under the oversight and supervision of a content area expert. To ensure that the neediest families are identified and receive services (eligibility) through the Selection Criteria; ERSEA functions include agency-wide, ongoing recruitment; full enrollment and attendance; and maintenance of an adequate waitlist for all program options.

All eligibility source documents are maintained on site. In addition to the criteria form included in the income verification packet, Head Start electronic recordkeeping system, and ChildPlus data system has a prioritization formula that allows for the assignment of points based on the selection criteria.

The selection criteria include points to ensure that not less than 10 percent of the actual enrollment will be children with disabilities and full enrollment is met and maintained. Head Start recruitment of students with disabilities is made through flyer, public service announcements, newspaper articles, celebrity breakfast, ECI, Hospitals, clinics, and DHS. Mental Health/Disabilities Coordinator and Education Coordinator and Head Start nurse if needed, participate in ECI 90 day meetings to make sure parents are aware of special services in Head Start.

6. Transportation

Transportation services are provided to the Head Start program by the West Orange Consolidated ISD for in-district students. School buses are utilized for home to school trips and field trips for all students enrolled at the center.

7. Educational Services

West Orange-Cove CISD Head Start uses a combination of effective instruction and ongoing monitoring to meet our students' educational needs. Through the Texas OWL curriculum, Teaching Strategies Gold (TSG), an early childhood assessment, and TSG's supplemental materials, our staff provides data-driven instruction that encourages all students to reach their potential. Developmentally appropriate instructional strategies are implemented to accentuate children's strengths and accommodate their needs. Educational support for children and families that model high expectations is essential. Ongoing professional development keeps the staff on the cutting edge of best practices. Student goals are met through the collaboration of staff, families, and the community. Our learning environments are child-focused and conducive to the emotional, social, cognitive, physical and healthy growth of Head Start children.

8. Health

During the enrollment/orientation process determines if the child is insured. If the child is uninsured the Health Services Coordinator works with family services to obtain insurance by any means available. This includes assisting parent/guardian in applying for Medicaid or CHIPS. Should child be eligible for insurance coverage through child support or some other means, Health Services and Family Services assist families in obtaining legal representation.

If during orientation a child is found to be without a dental home or has not had a dental evaluation in the past 6 months, the nurse works with the family to obtain a dentist to evaluate the child or assists parent in making the necessary appointments. If financial barriers are found, the nurse works with the parents and Family Services to access community resources, assist with CHIPS and Medicaid application, or use Head Start funds for payment if necessary.

Transportation is provided to doctor and dental appointments when necessary.

Within the first 45 days after enrollment heights and weights are taken for each child in Head Start. If the child has a BMI of above 95% or below 5%, the child is referred to the Registered Dietician Mrs. Kalyn Cryer RD. Families are provided with individual and group nutrition in-services and counseling by the RD. Written information is given throughout the year in the form of hand-outs and newsletters. Children's eating habits are observed daily by Head Start staff during meals/snacks and pertinent information is relayed to dietician or physician, when indicated.

We work collaboratively with parents on issues related to their child's mental health by obtaining parental information at orientation from the Child Health Record and parental interview and observation of the child by mental health counselor, nurse, and teaching staff. Within the first 45 days after enrollment each child is assessed using Dial 4 social emotional checklist, Davis Observation Checklist for Texas (DOCT). Along with Family Partnership Agreements, parents are given daily communication folders with mental health lessons documented on daily lesson plans. Group, family, and individual counseling is made available. Parents are educated to better understand mental health issues with work-shops, one-on-one counseling, and are given Community Resource Handbook and assistance in accessing community resources. Services of a Mental Health Provider, Julie Symons-Luke LSW, LPC, is secured and scheduled for twice a month. Her schedule is posted by semester in all classrooms, hallway and Parent Involvement Room in English and Spanish. Mental health services are discussed during orientation and are outlined on the PowerPoint viewed by parents. The Mental Health Coordinator will have a schedule ready for the Mental Health Professional on her visit to campus. Schedule is flexible and changes as needs arise. Mental Health Professional's secretary is available for help if MHP is in session. MHP is available by office phone and cell phone.

A nurturing and supportive environment is provided by using appropriate activities that address the particular situation or need of the child/family, group counseling in regards to situations such as death or divorce. Developmental guidance is taught in small group or individual counseling sessions with such resources as Right Choice, I Like Me, I'm Like You, You're Like Me, We Can Get Along, I Care, Get Real About Violence, and our play therapy room.

Within the first 90 days of enrollment Head Start staff assists the parent/guardian of each child in establishing a medical and dental home and acquiring a dental evaluation and Early and Periodic Screening, Diagnosis, and Treatment (EPSDT). Health Services makes sure treatments and follow-up examinations are done for those children whose initial medical/dental examinations revealed some problem.

All children are screened for speech and language within 45 days of their enrollment. Teachers use the Davis Observation Checklist for Texas (DOCT). Speech concerns by parents, teacher and testers are documented by Disabilities Coordinator. A list is compiled and given to the Speech Language Pathologist (SLP) for pre-screening during September once children have had their hearing screening. This allows children to become acclimated to school and the new adults in their lives. From that pre-screen the SLP will either, refer the child for full evaluation, pass or re-screen in several months. Parents will be given the results of a screening during their first home visit. If a teacher notices a child that obviously has severe speech issues, the SLP will pre-screen immediately to expedite referral.

If an evaluation is needed, the Disabilities Coordinator will contact parent with concerns. Upon parental permission a referral packet is completed with parent and Disabilities Coordinator. The completed referral packet is then sent to West Orange- Cove CISD Special Services department

for processing. The SLP will then complete the evaluation. District policy mandates that the assessment is shared through the ARD process within 30 calendar days.

9. Family Services and Social Services

The process to assist families in obtaining needed family services and social services in support of a family's well-being begins during our program orientation. This process is led throughout the year by Family Development Workers (FDW) and Family Development Worker Coordinator. FDW staff maintains local and state formal and informal MOU's to stay abreast of current agency information, to alleviate barriers in making referrals, and assist in parents obtaining resources. Agency staff facilitates meetings, workshops and training throughout the year to support the family unit and meet the requests and needs of our community. Aggregated data, Community and Program Self Assessments, parent surveys, Parent Information and Needs Updates are shared with staff throughout the year and as needed during case management and staff trainings to better understand and identify with families culture, interest, desired goals and needs. Additional family needs are met by coordinating services with community, state, and federal agencies.

Credentialed Family Development Workers, led by the FDW coordinator, collaborates with and establishes agency partnerships to facilitate parent engagement activities that will help them be self-sufficient and foster life-long learning for the benefit of the family. The campus calendar, flyers, classroom weekly newsletters, individual contacts, parent surveys, and joint trainings are designed to facilitate parent engagement and maintain meaningful parent involvement.

Activities, meetings and trainings are planned with parent input. Parents and instructional staff are recognized for their participation and involvement.

Services provided to facilitate parent participation as applicable include a translator, translation of all communications and flyers, child care and transportation. Translation services are also provided as needed.

The individual family assessment is used to identify and address the needs of each family, in respect to culture, needs and strength. Staff develops a mutually respectful relationship with their families to address confronting issues and to maintain confidentiality. Each Family Development Worker is assigned 55 families. A minimum of 4 family planned family contacts are made with each family with the endorsement and agreement of the family.

10. Early Head Start – N/A

11. Transition

Transition is an ongoing activity held all year long. The transition process begins when parents pickup an enrollment application. All parents are required to attend the program orientation. All local LEAS's work in collaboration to ensure that the transition from Head Start to Kindergarten is eased and parents and children are prepared. Student transition to Kindergarten is facilitated by a partnership with West Orange-Stark Elementary (WOSE) staff, as well as the other four schools in our service area. Head Start staff meets periodically with Kindergarten teachers and supports their learning events. Parents are introduced to local elementary administrators in an annual meeting held on our campus. Students who will attend Kindergarten are offered a Kindergarten visit in May to create a seamless transition. A list of student needs matched with teacher strengths is given to the WOSE staff before classes are created.

Students are enrolled in our program through a documented system whose foundation is in Head Start Policies and Procedures. The community is notified when applications are available for the next school year. An enrollment packet is assigned to the requesting parent and required

documents are presented before a child is approved for enrollment. Additional information is gathered and tracked in Child Plus to support the student and family's needs.

At WOCCISD Head Start, students meet the teacher and paraprofessional of their class before school starts to ease transition. Through frequent interaction and partnership opportunities, parents can be involved in their child's educational journey. Volunteering in the classroom and on campus, chaperoning field trips, attending meetings and educational events are just a few ways. Through interaction with other classes while volunteering, parents begin to build relationships with the entire staff. These relationships prepare a confident child and parent when they transition the next year. Looping opportunities are provided to allow children to have a smoother transition to the four year old program by remaining with the same teacher and paraprofessional both years they are in Head Start here.

Transition for students with disabilities is seamless, as well. The Speech Language Pathologist and our Diagnostician work at our WOCCISD Elementary, and will have all information about our children transitioning to Kindergarten. Students transitioning from Early Childhood Intervention to our PPCD program are assisted by the Early Childhood/Education Coordinator and Mental Health/Disabilities Coordinator who attend all ECI (Part B) meetings. The Head Start nurse attends as needed. Head Start information is explained, and parents are encouraged to apply for Head Start if age and income is applicable. Once a child has participated in PPCD, the parent is encouraged to apply for Head Start. Inclusion is offered for those children who still need PPCD services that are mainstreamed.

12. Coordination

Head Start coordinates resources with local child care centers for afterschool care. The West Orange Cove CISD is the Head Start Grantee. The Head Start center, Pre-kindergarten and

Program for Children with Disabilities is housed and operates on the same district building. Collaborative, integrated and joint staff meetings and trainings are held. Established Memorandum of Understanding (MOU) describes individualized services offered by the Grantee Special Service department including the Individualized Education plan and as delegated all applicable services are provided on site.

The HS Mental Health/Disabilities Coordinator attends the Gulf Coast Childhood Interagency meeting twice a year at Region V. This Interagency group includes Early Childhood Intervention (ECI), LEA Special Services Directors, Diagnosticians, and speech therapist and Head Start personnel from our Region V. A Memorandum of Understanding has been developed between ECI, LEA's and Head Start.

MOUs are established and adopted by all agencies in August of each year. ECI will provide the LEA the Notification of Potentially Eligible for Special Education Services form of children enrolled in ECI 90 days prior to their third birthday and Head Start (to Disability Coordinator) for child find purposes, unless the parent opts out.

A Face to Face meeting is scheduled allowing the parent, ECI representative, teachers, Disabilities Coordinator, Education Coordinator, nurse, LEA diagnostician and SLP to meet each other and make the referral to the school. At the Face to Face meeting, ECI staff will give the LEA the current Individualized Family Service Plan (IFSP), and Battell testing. Once the initial referral is processed through special services department, the SLP, teacher and Diagnostician will conduct evaluations as needed. Using the Battell results along with information gathered through informal play situation with teacher, the Individual Education Plan (IEP) is drafted. The ARD committee will be convened to develop the IEP, discuss the needs and placement of the child so services can start on the child's third birthday.

Sub-Section C: Approach to School Readiness

School Readiness Goals (SRG's) are comprised of specific indicators in each of the Head Start domains, and are updated as needed. After each of the four reporting periods, CLASS and TSG data are disaggregated and analyzed by the Head Start director/principal, all coordinators, and Campus Instructional Leadership Team (CILT) to determine needed changes to ensure the SRGs are met. Details of the instruments and methods used follows.

1. Child Assessment Data

All Head Start three-and four-year-olds will be pre-tested using the Developmental Indicators for the Assessment of Learning, 4th edition (DIAL 4) within 45 days of each child's first day of entering the program. The Mental Health Coordinator and Education Coordinator train instructional paraprofessionals as DIAL 4 assessors. The Education/Early Childhood Coordinator develops and analyzes DIAL 4 class and campus data. DIAL 4 Test Booklet are given to the teacher for their records along with score summaries. Linguistic and cultural accommodations are made as appropriate for each child. This data is used for program evaluation and modification.

The Davis Observation Checklist for Texas (DOCT) is our speech screening discussed in the Disabilities Coordinator section. The teacher completes the DIAL 4 Teacher Questionnaire, a behavioral observation instrument, on all students within 45 days of entering the program.

Results are given to the Mental Health/Disabilities Coordinator for documentation in Child Plus and follow-up. Teaching Strategies Gold Assessment (TSG) is new to our program in 2015 – 2016 year. It is a comprehensive ongoing monitoring and assessment solution for early childhood education programs that is based on the latest research, proven valid and reliable, and fully aligned with the Head Start Child Development and Early Learning Framework.

Data Analysis and Individualization drive instruction. Each student's targeted skills are noted on class lesson plans each week. Teachers develop lesson plans from Professional Learning Communities (PLC) meetings where they address the common needs of students. Four (4) Nine Weeks Class Summary and Campus Outcomes Summary reports are generated during a school year to track campus data and guide instruction, as well. Each teacher will use TSG data to generate the TSG Class Profile. This report shows individual students' developmental level on each objective, and will be used to identify and target individual skills. Classroom Aggregated Data Plans are created by teachers. These plans assist teachers in planning targeted group and individualization activities and are updated periodically. The Early Childhood/Education Coordinator generates the TSG Snapshot Reports and School Readiness Summary each nine weeks period. Classroom specific patterns are identified and appropriate coaching, training, instructional strategy changes and materials needed are derived from this data. The School Readiness Outcomes Report is generated and shared with all staff, governing bodies and parents via our campus website and bulletin board in our main hall.

Ongoing Assessment is integral part of our process. Student progress is discussed with parents at the end of each nine weeks period during the home visit or conference as well as the communication or folder. Case management meetings are held after each home visit/conference series to review data and discuss individual child/family needs with Director, all Coordinators, class Family Development Workers, and Teachers. Area coordinators follow up on student needs.

Each teacher meets with Head Start Director/Principal and Education/Early Childhood Coordinator in September and January to review the campus ongoing child assessment system and their professional development needs. Content, quality, consistency and credibility of our

system are discussed. Suggestions for improvement and professional development needed will be noted and provided as appropriate.

Parents are recognized as their child's first teacher. Their partnership with us in their child's education starts when they complete the DIAL 4 Parent Questionnaire during the enrollment process. This instrument provides the parent's view of their child's self-help development, social-emotional development, and overall development. Parent assessment of student's learning is discussed at each home visit and parent conference. Parents complete a Parent Needs and Information Update at the end of each nine weeks during the home visit or parent conference. Parent's opportunities are provided including serving on/attending the Policy Council, Parent Center Committee, Curriculum Committee, participating in special activities and parent training opportunities (including Ages and Stages, Curriculum and Assessment overviews), weekly classroom/Texas OWL newsletters, daily communication folder, individual counseling with LPC upon request, a parent lending library, I CARE meetings, take home library books, home visits and parent conferences.

Additionally, the TSG Snapshot Reports and School Readiness Summary are disaggregated and analyzed by coordinators to ensure agency goals and intended impacts meet identified criteria. Weak areas are identified and rigorously addressed to increase student success through targeted lesson plans and individualization. Direct continuous improvement is identified in TSG reports, individualization plans, and case management meetings. Fidelity of assessment tools is maintained via the ongoing monitoring of data for accuracy by management and instructional staff.

2. Curriculum

WOCCISD Head Start will continue to use the Texas OWL (Opening the World to Learning) curriculum. Texas OWL is our adopted program that consists of child-centered instruction that develops cognitive, physical, and social emotional skills and is equally delivered in English and Spanish. Our curriculum has a strong Family Involvement component, and addresses all domains of learning. Texas OWL curriculum and TSG are both developmentally appropriate and aligned to Texas Pre-kindergarten Outcomes. We created a direct crosswalk between Head Start Outcomes and TSG Plus. TSG Plus reports children's developmental levels and is aligned to Texas Pre-kindergarten Guidelines, which are aligned to Head Start Outcomes.

3. Staff-Child Interaction Observation Tools

Classroom Assessment Scoring System (CLASS) tools are used by the director, education coordinator and Campus Instructional Leadership Team (CILT) to measure the quality of classroom interactions, including emotional support, classroom organization and instructional support. Professional Development Appraisal System (PDAS) also provides integral information such as strengths and opportunities for growth for staff. CLASS and assessment data are analyzed in relation to School Readiness Goals to improve children's experiences and drive professional development. The fidelity of CLASS and TSG tools are maintained through frequent use and training.

Sub-Section D: Parent, Family, and Community Engagement

1. Tools used to identify and prioritize Parent, Family and Community Engagement (PFCE) include: PFCE Framework, ChildPlus data, Self- Assessment, parent survey, monthly contact forms, Parent Needs and Information form, and parent evaluations. Aggregated data assessment will be used to target outcome areas.

2. Data, tools, or methods used are Child Plus data system, Self -Assessment, sign in logs, parent surveys and monthly contact logs, training logs, evaluations, is used to support the implementation and track progress toward PFCE goals and objectives.

3. Aggregated program data is used to better understand the nature, referrals, needs, and strengths of families and to show overall trends in meeting the individual, family and program goals. Information is shared as appropriate.

Sub-Section E: Governance, Organizational and Management Structures, and Ongoing Oversight

1. Governing Body Structure.

The West Orange Cove Consolidated Head Start maintains a formal structure for program governance in accordance with 642 Program Governance. The by-laws are reviewed and approved at the beginning of each year. Members of the governing body do not have a conflict of interest with the Head start program.

2. Program Governance--In accordance with 642 all program requirements are met:

a. WOCCISD Board of Trustees and superintendent and administrative staff including a Chief Financial Officer and center Director exercise program oversight. in accordance with Section 642 © (1(1) (C)

b. Both Governing body and Policy Council receive a written monthly Director's report.

c. The governing body is responsible for the selection of the program's auditor and receipt of the annual audit report;

d. Policy council minutes reflect Policy Council involvement in decision-making, monthly meetings, and meeting minutes.

e. Parents elect Policy Council members and members represent our diverse student population.

f. As appropriate the Policy Council actively participates in collaboration with staff in setting and monitoring agency priorities and operational systems.

g. As applicable Policy Council, community patrons, administrative staff, grantee agency participate as members of the self assessment, annual self-assessment, ongoing monitoring and outcome monitoring and outcome –based evaluation.

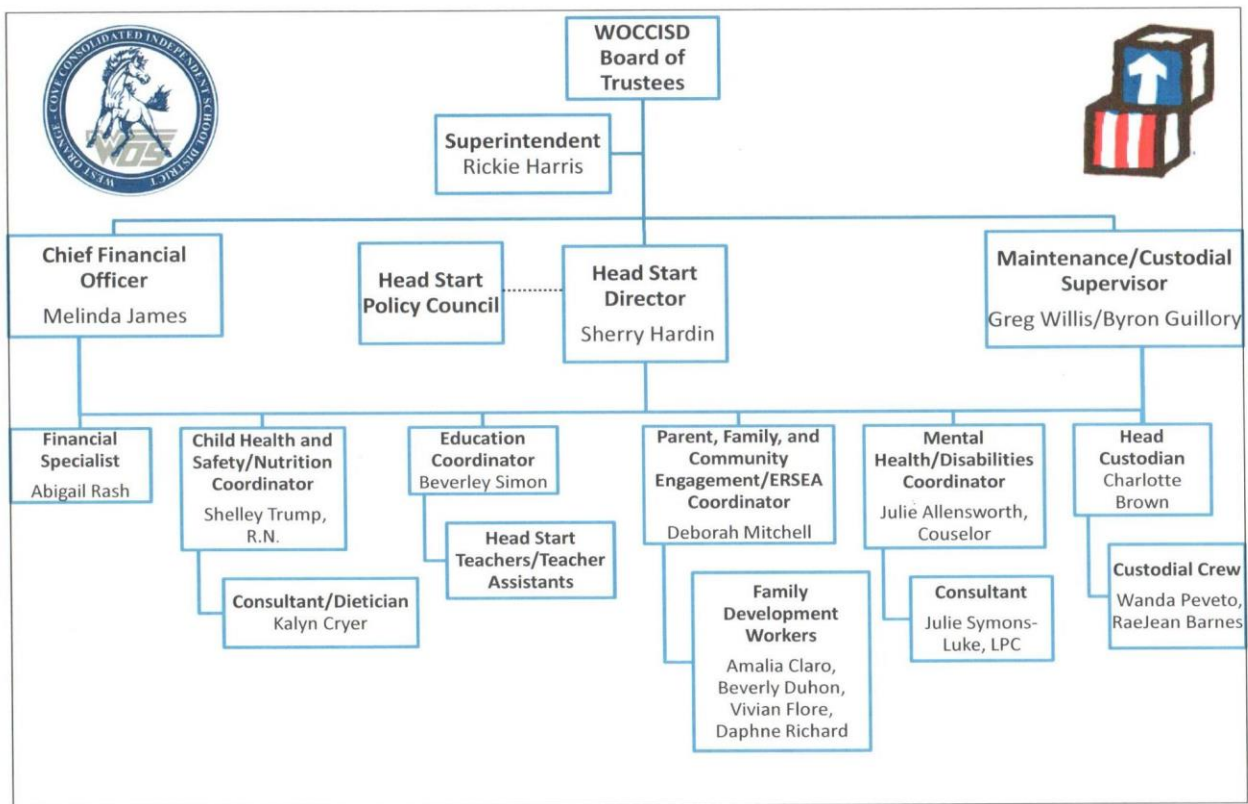
3. Delegated Responsibilities of advisory committee – N/A

4. Composition of Policy Council and Parent Committees

Policy Council is comprised of 51% current elected parent membership. Parents volunteer daily in classrooms and serve on numerous campus and district committees to include the curriculum committee, attendance committee, special activities committee, and parent training opportunities.

5. Organizational Chart

West Orange-Cove CISD NELC Head Start | 2015-2016



6. Systems for Criminal record checks, TB testing, etc.

The West Orange Cove CISD provides centralized human resources support for the program that includes recruitment, classifications, salary, benefits, leave, appraisal oversight and records maintenance and retention. In accordance with district Human Resources policy all employees must undergo a criminal background check prior to employment. HR Employee Handbook also reflects all Head Start employees and district bus drivers must get a TB Test and health screening prior to employment. To facilitate this process HR uses the New Hire Checklist. The Head Start Director, the HR Department, and the Transportation Director coordinate with the Health, Nutrition, and Safety Coordinator and the Fiscal Specialist to ensure that the New Hire Checklist is used to monitor the TB screenings of all new staff and reviewed each August for compliance.

7. Staff Qualifications

All jobs are posted and include the essential job functions, licenses, and or certifications required to meet the position qualifications. All staff must hold the proper certifications and or licenses prior to employment. All certificates/licenses are on file in the Human Resources office prior to an employment offer.

The following checklist ensures that all steps in the hiring process are met and all staff hired has the required credentials, background and health checks prior to employment.

NEW HIRE CHECK LIST



Name: _____ Date: _____

NEW HIRE DOCUMENTS:

APPLICATION: ____

RESUME: ____

RECOMMENDATION FORM: ____

REFERENCE CHECKS:

1. ____

2. ____

PA: ____

SERVICE RECORDS: ____

TRANSCRIPTS: ____

CERTIFICATE: _____

LICENSE: _____

CRIMINAL HISTORY FORMS:

AGENCY COPY: ____

DISTRICT COPY: ____

Head start Employees/Drivers Only:

PHYSICAL/TB TEST: _____

Bus Drivers/Aides Only:

DPS SCREENING: ____

PHYSICAL/TB TEST: _____

CDL HOLDER'S REPORT: _____

Human Resource Use Only:

HQ: _____ Clearing House: _____

8. Plan and Provide comprehensive Services

Staff will plan, organize and provide comprehensive services that include:

- a. Instructional staff - continues to create effective lesson plans in PLCs and share strategies that foster child development through staff/child interactions.
- b. Professional development opportunities - selected by data-driven decisions to strengthen identified focus areas. Ongoing case management, CLASS and TSG reports assist us in defining the focus areas, especially individualized development with increased interactions based on need.
- c. Agency staff - continue to develop ways to partner with families to support children's development. Home visits, conferences, I CARE meetings, and parent training sessions are used to gain parental support of their child's educational experiences.
- d. Instructional staff - supported through lesson plan and CLASS feedback, the disaggregation and interpretation of progress report data, appropriate coaching and mentoring through the instruction delivery process.

9. Management Systems

- a. The management systems for planning, communicating, record-keeping, and ongoing monitoring are aligned with the Program Management and Fiscal Operations (PMFO) model and are all interrelated and connected. Program planning for the five year cycle began with the most recent community assessment for Orange County. After reviewing the assessment it was determined that there had not been any major changes within the community that would impact the needed services. Next the self assessment teams met and analyzed all aspects of the current program and services to identify strengths and weaknesses. This data was used to formulate the program goals that would provide the greatest lasting benefit to children and families in the

community. The action steps, budgeting needs, and ongoing monitoring and recordkeeping systems were also developed to provide for a smooth transition and ongoing monitoring.

b. The program consistently communicates using all available mediums to include letters, flyers, weekly classroom calendars, conferences, home visits, trainings, meetings, surveys, marquee, social media, and call-outs.

c. Record-keeping and reporting systems are continuously reviewed and updated to ensure goals are being met, that the program is meeting the needs of the children and families, and for compliance.

d. On-going program and fiscal monitoring is also continuously conducted to ensure compliance and needs and goals are met.

e. The Self-Assessment process began in January and was completed in March 2015. Team Coordinators received training from the principal in January. Each team Coordinator then formed a team and completed the self assessment program booklets. A parent survey was sent home in February to obtain program information with the parent perspective. Programmatic data was compiled, reviewed and analyzed to determine the strengths, needs, and plans for improvement. Parents, staff, Coordinators, community members, and PC and Board of Trustee members were invited to participate in the process. The results were compiled and the data used to develop goals that would best meet the needs of the children and families that we serve.

10. Training and Technical Assistance Plan

Plan has been uploaded in the Application Documents folder in HSES as required.

Section II. Budget and Budget Justification Narrative

1. Detailed Budget Narrative and Justification

The West Orange-Cove CISD currently staffs 48.5 employees. Our Head Start program has plans for 14 teachers at an average salary of \$29,351.57, an hourly rate of \$20.93 per hour; 14 teacher assistants at an average salary of \$15,239.86, an hourly rate of \$10.87 per hour; 2.5 custodians at an average salary of \$19,767.00, an hourly rate of \$10.14 per hour; 7 bus aides at an average salary of \$2,997.57, an hourly rate of \$4.28 per hour (this rate is calculated at paying 50% of their salary). The Pay Scale for the 2015-16 school years has not been approved by the governing board as of this date. We will forward as soon as possible.

Our Head Start program intends to use the funding amount of \$1,525,567 for the 2015-16 year as follows: Salaries (including fringe and summer pay) in the amount of \$1,338,269; Supplies in the amount of \$39,200; Contractual in the amount of \$24,732; Other in the amount of \$56,734; Indirect Costs in the amount of \$42,090; and Training and Staff Development in the amount of \$24,542. See attached Budget Justification for details.

Budget Justification

See Appendix A: Budget Justification

2. Direct Costs and Indirect Costs Support

See Appendix A: Budget Justification

3. Comprehensive Head Start Service Funding

Cost-effective funding is demonstrated in the Technical and Training Assistance Plan and the Self Assessment and Program Improvement Plan that is provided in Section I.

4. COLA – N/A

5. Financial and Property Management Systems and Internal Controls

Financial and Property Management Systems and Internal Controls are outlined in the West Orange-Cover CISD Business Office Procedures Manual. Section 44.007 of the Texas Education Code (Code or TEC) requires that a standard school district fiscal accounting system be adopted by each school district. The system must meet at least the minimum requirements prescribed by the State Board of Education and also be subject to review and comment by the state auditor. Additionally, the accounting system must conform to Generally Accepted Accounting Principles (GAAP). This section further requires that a report be provided at the time that the school district budget is filed, showing financial information sufficient to enable the state board of education to monitor the funding process and to determine educational system costs by school district, campus and program. The Texas Education Code, Section 44.008, required each school district to have an annual independent audit conducted that meets the minimum requirements of the state board of education, subject to review and comment by the state auditor. The annual audit must include the performance of the certain audit procedures for the purpose of reviewing the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS). The audit procedures are to be adequate to detect material errors in the school district's fiscal data to be reported through the PEIMS system for the fiscal period under audit. A major purpose of the following accounting code structure is to establish the standard school district fiscal accounting system required by law. Although certain codes within the overview may be used at local option, the sequence of the codes within the structure, and the funds and chart of accounts, are to be uniformly used by all school districts in accordance with generally accepted accounting principles.

The main focus of the Purchasing Office is to facilitate the acquisition of goods and services in order to meet the needs of schools and departments. The District's objective is to purchase the best value of products, materials, and services at the lowest practical prices within relevant statutes, policies, and procedures. School district staff is not authorized to override the procedures found in this section which have been written to comply with the State laws and regulations, as well as preserve a level of internal accounting control necessary to demonstrate accountability, ethical conduct, and responsible behavior. The Purchasing Office of the West Orange-Cove CISD is a part of the Business Office. The function of this office is to organize and administer procurement/purchasing for the district in accordance with the responsibility and authority delegated by the Superintendent of Schools and the Board of Trustees. As a support organization of the District charged with the responsibility of acquiring goods and services requested by Instructional and Administrative Departments, the Purchasing Office will function in a manner consistent with State Law, Board policies and sound business practices. The Purchasing/Business Office shares with the other Administrative Offices the responsibility of expenditures of district funds in such a manner that all transactions will pass numerous audits with respect of State, Federal, and District procurement regulations. Acquisition of the requested goods and services shall be made only by the issuance of an official numbered District purchase order, approved by the principal or department manager, and the Executive Director of Finance Operations. Effective purchasing is a cooperative venture between the Business Office and other departments within the District. The level of service rendered by Business Office personnel will be improved by a thorough understanding of the procedures listed in this manual. Situations will undoubtedly arise which are not fully covered by these procedures. The Business Office staff is available to discuss and special procurement procedure that serves the best interest of the District

and the department concerned. The Purchasing procedures contained in this document are intended to comply with Local, State, and Federal Statutes and Ordinances. In the event of conflict the appropriate statute or ordinance shall prevail. In accordance with Article 6252-16 of the State of Texas statutes, the West Orange-Cove CISD does not discriminate against individuals or companies with respect to race, religion, color, sex, handicap, or national origin in the awarding of bids.

6. Non-Federal Share Narrative

West Orange-Cove CISD matches 33% of thirteen teachers’ salaries and fringe benefits at a cost of \$217,034. Bus routes are furnished by the West Orange-Cove CISD transportation department at a cost of \$665.00 per day for 175 days. Seven bus routes are used as Non-Federal Share at a cost of \$116,375.

West Orange-Cove has a foster-grandparent program that volunteers in Head Start classrooms. Classroom parent volunteers are reimbursed @ \$7.25 per hour and Foster Grandparent program volunteers @ \$4.55 per hour for a total of \$47,983.

7. Funding and Administrative Costs

| | | | |
|---------------------------|----------|-------------|--------|
| <u>Admin Costs</u> | | | |
| Salaries | 97604 | | |
| Fringe | 22851.75 | | |
| Maintenance | 2965.05 | | |
| Contracted | | | |
| Services | 882.2 | | |
| Out-of-Town | | | |
| Travel | 488.1 | | |
| Audit Services | 1500 | | |
| In-Direct Costs | 42090 | | |
| Insurance | 1200 | | |
| Supplies | 2100 | | |
| Contracted | | | |
| Services | 3500 | | |
| | 175181.1 | Admin Costs | 11.48% |

8. Source and Amounts for Donated Cash, Goods and Services

The 2014 – 2015 school year had donations from Civic Organizations, Kiwanas, and American Association of University Women (AAUW) that assisted the program in the purchase of books for an at home library for every child and donated clothing that assisted students that were in need of a change of clothes for various reasons. These donations are not guaranteed and are contingent upon independent organization funding sources.

9. Cost Allocation Plan

All funding received by West Orange-Cove CISD Head Start Program is received solely for the purpose of operating the Head Start program or for support services for Head Start children and families. No Federal funds shall be used to cover the costs of other funding streams. When possible, costs are charged directly according to which funding source the class is assigned to. Central management and administrative costs are allocated based on the number of children served by the funding source.

Specific costs are allocated as follows:

Salary, Wages and Fringe Benefits

Personnel costs for those employees working directly for one funding source are charged directly to that award. Funding codes correspond to the specific fund source(s) in the computer payroll system and charged out accordingly.

For those positions that require that same job function for multiple funding sources, personnel costs are charged according to the percentage of children being served that qualify for Head Start, PK, or PPCD. Benefits for employees that are paid from multiple funding sources are distributed based on the percentages per funding sources as well.

The methods used to verify time allocated to Head Start job functions will include classroom schedules, class rosters and timesheets. Verifications will be made semi-annually.

10. Indirect Cost Rate Agreement

See Appendix B: TEA Indirect Cost Letter

11. Special Situation: Reduction – N/A

12. Special Situation: Conversion – N/A

13. Construction and Major Renovation – N/A

14. Procurement Method for Equipment

The District has a quotation threshold for purchases of \$5,000 or more. This means that any order that is \$5,000 or more, that has not been bid, will need to have a minimum of three formal quotes attached to the order before it can be processed, or a very clear description of the items and/or services being requested so that the Business office can obtain quotations. Formal quotes will need to have a signature from the company representative who is providing the quotation.

The exceptions to this would be professional services, sole source purchases and items purchased from a bid. Copies of the request must be sent in e-mail to the Business Office, along with a list of all companies receiving the request. The campus contact person and phone number must accompany the request to ensure notification of quotes received. Also, formal quotations must have a clear cut-off date and time, necessary specifications for product or service, quantities, delivery site and instructions, the length of time the quotation is good for, as well as the name and number of a person to call if the vendor has questions concerning your request. Any special requests should be noted. After evaluating the quotations the originator will complete the purchase order. A justification must be attached to purchase order if lowest bidder is not used.