



SELF-ASSESSMENT

2020-2021

Policy Council Approved: 2/8/2021
Governing Board Approved:

FY 21 DISD HEAD START SELF-ASSESSMENT

The Denton ISD Head Start Self-Assessment process was developed using the current OHS Focus Area One and Focus Area Two Monitoring Protocols provided on the ECLKC.

- **Program Design/Management & Quality Improvement**
- **Designing, Monitoring, & Implementing Fiscal Infra-Structure**
- **Developing & Monitoring Effective ERSEA Strategies**
- **Designing, Monitoring, & Implementing Quality Health Program Services**
- **Designing, Monitoring, & Implementing Quality Family & Community Engagement Services**

KEY

Teachers/Staff

Program Managers

Parents

Governing Board

Community Members

FY 21 DISD HEAD START SELF-ASSESSMENT

Program Design/Management & Quality Improvement

Purpose: The grantee designs a program that meets community needs and ensures a program, fiscal, and human resources structure that provides effective management and oversight of all program areas. This section focuses on the intentionality of the grantee's program design and their ability to address the characteristics, strengths, and needs of children and families they serve. The purpose of this section is to gain a foundational knowledge of the grantee's program design and structure. (This includes: Governance, Training, Identified Community Strengths/Needs, Program goals, Ongoing monitoring of progress, use of data for continuous improvement, and reporting.)

Approach: We discussed our plan for our Self-Assessment Approach with the Policy Council and received approval. We then created a survey of questions for this area to send out the key stakeholders: **Teachers/Staff**, **Program Managers**, **Parents**, **Governing Board representatives**, and **Community members**. We compiled the input we were able to gather into this report. We reviewed our program policies, procedures, *standards, and reports to provide insight into our areas of Strengths and areas of Identified Needs.*

Strengths	Identified Needs
<p>Meetings & Parent Trainings were able to continue through virtual platforms (zoom). All Stakeholders collaborate and work together to help students and families to reach their goals.</p> <p>Our Campus has a Social Worker, full-time Counselor, and Counselor Asst. that can help to assess the needs of our families to provide supports to our students, families, and staff. Staff have valuable resources to go to (Ex: ECKLC). Staff are continuously informed of any changes to program design/management. Program staff are aware of our needs which helps the program to run smoothly. Families are served in many ways: Educating parents & children, feeding children at school that otherwise may go hungry, & providing medical/educational screenings that may otherwise go unchecked.</p> <p>There is collaboration between all stakeholders. Program has properly managed through the Covid pandemic. Enrollment and Volunteer data is shared with the Council.</p>	<p>Provide more classes/videos that will help parents to meet their goals and more trainings for staff and parents on how to teach/learn during this pandemic.</p> <p>Invite different Board members as guest to Council so they can see firsthand the dedication of our parents and staff. Explore ways to offer certifications to our parents (Ex: through resources at ATC) Continue to share academic data to the Board because this is impactful to them.</p> <p>Translate documents in a timely manner. Continue efforts in digitalizing records & documents. Find other means for ESL classes for parents since we cannot host them on campus this year. Continue to work on updating the Written Plans to align with the updated Standards. Work to strengthen Succession Plans and create a shared data base that can be accessed by all managers.</p>

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Program Design/Management & Quality Improvement

Strengths	Identified Needs
<p>We take pride in our Head Start program. Focus of the program is on the children and for preparing them for Kindergarten as well as life skills. Staff work with parents & community to meet any identified needs of our families. The progress monitoring data that is shared from CLI engage is impactful. Staff are committed to the program and there is very little turnover.</p> <p>Supports are provided to students & families. Program has no costs for materials, food, etc. Training provided to parents is beneficial (Ex: Robert's Rules of Order). Parents involvement in the program's monitoring reviews was insightful.</p> <p>With DISD being the grantee, staff are available daily. Two Board members serve on Policy Council and advocate for our program. Parent Committee includes representatives from all classes. Program managers are skilled in their area and attend PD. Agendas and documents in review are provided to members on committees/council. Health specialist is an RN. Director shares information from OHS with managers and parents on Council. Program continues to improve/evolve with each program year.</p>	<p>Try to invite/encourage more parents to participate and to get involved. Would love to return to onsite meetings when it is allowable. Provide more reminders and utilize social media to keep parents actively involved. Host community-wide events to help ones in need and to get our students involved in our community. More parent trainings are welcome.</p>

FY 21 DISD HEAD START SELF-ASSESSMENT

Designing, Monitoring, & Implementing Fiscal Infra-Structure

Purpose: The grantee will demonstrate the program's development of their annual operating budget and strategies for the budget's implementation, adjustments, and accountability. This section highlights the program's intentionality in its fiscal capacity and management; how the program shares information with the director, managers, governing body, and policy council; and how the program uses data to make sound fiscal decisions and ensure fiscal and legal accountability.

Approach: Budget Reports were reviewed, and input was gathered from key stakeholders for this area.

Strengths	Identified Needs
<p>District has multiple steps in place for budget process, spending procedures with multiple steps of approval.</p> <p>DISD has great resources that Head Start shares (In Kind)</p> <p>Our Head Start staff are highly qualified on DISD pay scales.</p> <p>Training is provided to our Policy Council members by our district's fiscal personnel who monitor grant expenditures to give them a better understanding of fiscal operations and how to read Head Start financial reports.</p> <p>On a monthly basis, the budget is submitted for Stakeholder review.</p> <p>At the beginning of the year Policy council members receive training on how to review the budget. At each Policy Council meeting we are provided with budget updates and it is evident that sound budgeting practices are being implemented. I feel that everything is transparent.</p> <p>During each meeting we are updated on the enrollment and what measures are being taken to ensure the enrollment is maintained</p>	<p>Hold budget meetings with district grant/Fiscal Dept. to ensure our financial standing along the way.</p> <p>As the district gives teacher's pay raises each year the COLA is needed to cover costs.</p> <p>There is a need for more EDGAR approved vendors. Having to get 3 quotes from vendors is also challenging at times.</p> <p>Informed on local ACF resources, ie...program and fiscal contacts at Region VI</p>

FY 21 DISD HEAD START SELF-ASSESSMENT

Designing, Monitoring, & Implementing Fiscal Infra-Structure

Strengths	Identified Needs
<p>The governing body is actively involved and appraised of the budgeting process every step throughout the entire discussion. Early childhood education is a priority and adequate funding continues to be of great importance.</p> <p>Our governing body has a working relationship with state legislators and will advocate to maintain funding in all areas. The Head Start Budget is presented to the Governing Board members as part of Policy Council.</p> <p>Denton ISD has oversight of our fiscal management which helps us to prepare for our monitoring review.</p> <p>Spending is aligned for the identified needs of the program for staff and students.</p> <p>TTA plan each year is aligned to the identified needs for professional development.</p> <p>The Quality Improvement grant enabled us to give a stipend out to Head Start lead teachers for the work they do beyond the roles of a Pre-K teacher. This helps with retention of quality staff.</p> <p>Covid grant dollars help us to get the PPE gear and other materials we needed to maintain a safe, healthy environment.</p>	

FY 21 DISD HEAD START SELF-ASSESSMENT

Developing & Monitoring Effective ERSEA Strategies

Purpose: This section focuses on how the grantee ensures compliance with Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) program requirements. Specifically, the grantee will coordinate child files to enable the reviewers to monitor that eligible children and families are receiving Head Start services. The grantee also will demonstrate how the program monitors, tracks, analyzes, and uses child attendance data to support families in promoting individual child attendance and support the program in managing systematic program attendance issues.

Approach: We conducted phone interviews with parents, met with our ERSEA committee and conducted one-on-one interviews with community members.

Strengths	Identified Needs
<p>Process easier for parents Written instructions are very clear.</p> <p>Parents can access the Head Start application and Round-up forms online.</p> <p>Returning students receive enrollment information in the spring before the upcoming school year.</p> <p>We updated our attendance success plan. A universal call log was developed. Teachers call when student is absent, and the student can be counted present if the student turns in their Seesaw assignment for each day.</p>	<p>Removal of the appointment times for August enrollment</p> <p>Build a partnership with the new DISD Pre-K coordinator to align enrollment procedures and to increase recruitment efforts. Continue to find better ways to track/monitor attendance.</p> <p>Continue to use technology for enrollment.</p> <p>Increase awareness to view parent orientation that is online.</p>

FY 21 DISD HEAD START SELF-ASSESSMENT

Designing, Monitoring & Implementing Quality Education & Child Development Program Services

Purpose: The grantee will demonstrate how their program provides a safe, well-organized learning environment that provides high-quality early education and child development services to a diverse group of families and children, including children with disabilities and dual-language learners, to promote children's growth across the areas of development described in the Head Start Early Learning Outcomes Framework (HSELOF). The grantee will share their intentionality in selecting a curriculum (or curricula) that meets the needs of the population served and aligns with the HSELOF. The grantee also will demonstrate the oversight and support the program provides to ensure teaching staff design and implement lesson plans and use effective teaching practices that align with the curriculum.

Approach: We surveyed teachers and sent electronic surveys to parents, community members and board members.

Strengths	Identified Needs
<p>See Saw has been a useful tool for communication with parents in general not just during pandemic. By seeing frequent post and pictures to child's See Saw account of student's engagement in the classroom, parents are more at ease while their child is away at school.</p> <p>District allows students to be virtual learner when absent, thus allowing student learning to continue from home.</p> <p>The ease of car line for arrival and dismissal helps with attendance. Parents find the new procedure easier to bring their child to school. We have caring, certified, and dedicated teachers.</p> <p>Campus staff that support the Head Start Program were interviewed to determine areas of need.</p> <p>Program helps supports the whole family and provides numerous resources to them.</p> <p>Our district provides several resources, manipulatives, and supports to our teachers.</p>	<p>Miss the face to face contact with parents during pandemic, virtual connection is more distant. For face to face learners, when absent, district allowing students to connecting virtually to be counted present is difficult due to inadequate devices at home. Would be nice for students to have devices to use at home all the school year instead of just when school is shut down for pandemic or just for virtual learners.</p> <p>Parent involvement in their child's learning at home.</p> <p>Having parent classes to educate parents on the importance of school and supporting their children's learning at home.</p> <p>Maintain the shared document that logs the blue concern sheets at the time of recruitment. The log should also include a running record of students identified with a disability and indicate if the identification was prior to enrollment. If identification occurred after enrollment, then the date of establishment and the eligibility should be reported.</p>

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Designing, Monitoring & Implementing Quality Education & Child Development Program Services

Strengths	Identified Needs
<p>A questionnaire was sent to all Head Start teachers via email to determine supports that they might need related to the interpretation and use of the Denton ISD Head Start Program's approved screening instruments, implementation of the district's Multi-tiered Student Support System, the Denton ISD Special Education Referral Process, and preparation for the initial and subsequent annual ARDS. Head Start teachers were also asked to identify a strength and an area of need. No responses were received. Our district calendar provides support days for teachers to desegregate data and plan instructional intervention strategies for students.</p> <p>This district provides exceptional support to the classroom teachers through staff development and resources to connect virtually with families. This district recognizes the importance and need of Early Childhood Education.</p> <p>Home Visits provide the opportunities for teachers to further connections with families in a relaxed setting.</p>	<p>For Disability Services -maintain the shared document that logs the blue concern sheets completed by parents at the time of recruitment. The Disability Service log should also include a running record of students identified with a disability and indicate if the identification was prior to enrollment. If Identification occurred after enrollment, then the date of establishment and the eligibility should be reported.</p> <p>Reminders for sending in volunteer hours. More resources to help parents support child's learning at home.</p>

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Designing, Monitoring & Implementing Quality Education & Child Development Program Services

Strengths	Identified Needs
<p>During pandemic, the district has provided families with devices as needed allowing students to be a connected learner.</p> <p>The teachers do a fantastic job differentiating instruction for students.</p> <p>Teachers foster a family like setting in classrooms amongst students to enhance learning.</p> <p>Encourages and supports student motivation of reading at home.</p> <p>Homework sent home by teachers support what students are learning in classroom.</p>	

FY 21 DISD HEAD START SELF-ASSESSMENT

Design, Monitoring, & Implementing Quality Health Program Services

Purpose: Grantees will share how the program supports, implements, and monitors high-quality health program services (health, oral health, mental health, & nutrition) that are developmentally, culturally, and linguistically appropriate to support children's growth and school readiness. This area also helps to promote that safety practices are put in place that will ensure safety for all.

Approach: The Health Specialist analyzed past data collected in health services over the past 1-2 years, considered the Community Assessment, and collected opinions from staff members, parents, community members, and the Health Services Advisory Committee.

Strengths	Identified Needs
<p>The fact that Head Start has a specific area dedicated to health and nutrition which is concerned with the wellbeing of our children is a priceless tool. Another thing I have noticed is the stress that is given to including pure water in the weekly menus. We really have a fight on our hands against sugar and the excessive consumption of sugar.</p> <p>The strengths are the good nutrition given to them every day, the safe experiences for all the children and, of course, for the families in general, the development of each of the students.</p> <p>The nurse gives thorough reports and takes questions at our Policy Council meetings.</p> <p>Yes, our nurse is diligent in communicating with parents and teachers.</p> <p>Healthy food, rationed portions, clear communication</p>	<p>I would like more Information about nutrition and health for the family in general.</p> <p>Last time I tried to attend a nutrition class unfortunately it was in English and I lost interest in the class.</p> <p>Promoting more classes of health and nutrition, and classes for weight control.</p> <p>We should offer healthier food.</p> <p>I wish we could engage the parents in some nutritional education including such areas as what a balanced meal is, grocery shopping tips, quick meal prep, etc. Hoping the education could be ongoing allowing the opportunity to maybe address the high/low BMI parameter that is measured by Head start.</p> <p>Further training is still needed on implementing the new SEL curriculum.</p> <p>Due to the increase in ACEs numbers seen in students, further training on working with children from trauma would be helpful.</p>

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Design, Monitoring, & Implementing Quality Health Program Services

Strengths	Identified Needs
<p>Frequent walk-throughs and building safety checks are conducted.</p> <p>We offer vision, hearing, and weight screenings for the Head Start students. Our nurse also monitors if a child fails or is out of the normal limits. The program requires parents to bring a physical exam from a doctor. Teachers require physical exam and TB test every few years. The head start program offers healthy snacks for the students during school days and in partnership with our community offers healthy snacks for the weekend to families in need (Food For Kids program).</p> <p>Building safety concerns are addressed quickly.</p> <p>I do feel that we provide the students at Ann Windle a variety of food choices that are appealing as well as nutritionally sound meeting the USDA regulations and the RDA for this age group.</p> <p>The staff received a new Social Emotional Learning program for use in their classrooms as well as training from Momentous Institute on this program.</p> <p>Students receive bimonthly guidance lessons over a wide variety of topics.</p> <p>The district has begun its own initiative to provide play therapy to numerous students.</p>	<p>The new play therapy program's referral and implementation process could be more efficient so that more students are seen sooner.</p> <p>We have a wonderful collaboration with our universities who help with our students teaching oral hygiene and physical activity. We have offered dietary instruction to our families and I believe this definitely needs to continue – perhaps there would be a way to present a lower fat option of preparing culturally diverse meals to our students without great expense. Again, maybe this is something we could collaborate with the nutrition departments within our district or our universities.</p>

FY 21 DISD HEAD START SELF-ASSESSMENT

Developing/Monitoring Quality Family & Community Engagement Program Services

Purpose: The grantee will demonstrate how the program integrates family engagement and support strategies into all systems and provides program services to support family well-being and promote school readiness. The grantee will discuss how it uses data at the individual and program levels to promote progress toward family outcomes. Programs work to address identified family needs and leverage community partnerships and resources.

Approach: We had a virtual Policy Council meeting and collected information from parents and community members in attendance. Teachers help parents and PFCE conducted one-one phone calls.

Strengths	Identified Needs
<p>We offer parents an opportunity to set their goals based on their identified needs so they can get to their destination.</p> <p>We provide training for leadership in Policy Council, Parent Committee and PTA so they can get skills and reach their goals.</p> <p>Love the atmosphere, classroom, playground, and the attention the teachers/staff provide.</p>	<p>To have more communication in English and Spanish.</p> <p>To give them more training about the program so they can have an understanding about the committees.</p> <p>To increase training and participation in the Parent Curriculum Ready Rosie.</p> <p>Continue to find ways to increase efforts in tracking family goal progress.</p>



SELF-ASSESSMENT

Program Improvement Plan

2020-2021

Policy Council Approved: 2/8/2021
Governing Board Approved:

HEAD START SELF-ASSESSMENT PROGRAM IMPROVEMENT PLAN 2020-2021

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PROGRAM DESIGN/MANAGEMENT & QUALITY IMPROVEMENT

PROGRAM AREA RECOMMENDATION(S):

- To create written Policies and Procedures that are aligned with the new Head Start Performance Standards.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
Continued	1.Using the templates that have been created, Managers will continue to finish updating our current Written Plans by creating Policies & Procedures that align with the New Head Start Performance Standards for their area.	Program Managers	Old set of Written Plans New Head Start Standards Created templates Head Start Act Monitoring Protocols	October 2021	Completed documents approved by the Policy Council and the Board.
New	2. Each manager will proof our final draft and help to fill in any blanks that are left.		District/ Campus handbooks		

DESIGNING, MONITORING, & IMPLEMENTING FISCAL INFRA-STRUCTURE

PROGRAM AREA RECOMMENDATION(S):

To evaluate the extra duties a Head Start teacher does above a Pre-K teacher and determine how a substitute might be used to lighted the workload for these teachers.

- Possible Exclusive Head Start teacher job description change.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
New	Figure out how substitutes could be used to help lighten the load for Head Start teachers with the items that they are required to do that are above what Pre-K teachers are required to do.	Fiscal Staff and Director	Head Start Grant monies. Timesheets or other documents.	December 2021	Plan in place for substitute days and/or process in place for timesheet collections, etc.
New	Possible Exclusive Head Start Teacher Job Description change.				Permanent stipend for Head Start teachers. Job description notes the additional duties, ie home visits, parent training, etc.

DEVELOPING & MONITORING EFFECTIVE ERSEA STRATEGIES

PROGRAM AREA RECOMMENDATION(S):

The program will continue to increase child attendance so that children will develop the habit of attending school regularly by:

- Increasing parental awareness about the importance of school attendance and arriving on-time.
- Increase the ERSEA Committee meetings to review reports and develop strategies to follow up with chronically absent students.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
Continued	<p>Increase Training and re-train staff.</p> <p>The assistant principal will provide a presentation to parents attending HS Parent Orientation.</p> <p>Continue attendance awareness training at: Parent meetings, Policy Council meetings, Newsletters, Home visits, and Parent Conferences</p> <p>Track, monitor, and follow-up for attendance</p>	<p>ERSEA Specialist</p> <p>Assistant Principal</p> <p>Head Start Staff</p> <p>ERSEA Committee</p>	<p>PIR Report ADA Report Daily Attendance Sheet</p> <p>Policy Council Monthly Attendance</p>	December 2021	<p>Sign in Sheets</p> <p>Monitor Policy council month attendance report</p> <p>Mid-Year Attendance Report</p> <p>Individual Attendance report</p> <p>ERSEA Committee Meeting Minutes</p>

DEVELOPING & MONITORING EFFECTIVE ERSEA STRATEGIES

PROGRAM AREA RECOMMENDATION(S):

Build a partnership with DISD Pre-K Coordinator to align enrollment procedures to improve consistency and uniformity between Denton ISD Pre-k and Head Start programs, and to ensure maximum enrollment is met for both programs.

- Simplify the process for both parents and staff.
- Identify priority target populations for outreach; and
- Increase awareness of the services offered by the Head Start Program.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
New	Attend and plan meetings with the Denton ISD Pre-K Coordinator	Head Start Social Worker	Head Start Round-Up Form	January 2022	Excel data
	Set up facilities for recruitment.	Education Specialist	Head Start Application		Excel data
	Training HS/DISD Staff	Pre-K Coordinator	Laser fiche		
	Provide information detailing requirements for both programs		Recruitment flyers/ online		
			Planning Meeting		Sign in Sheets Meeting Notes

DEVELOPING, MONITORING, & IMPLEMENTING QUALITY EDUCATION & CHILD DEVELOPMENT PROGRAM SERVICES

PROGRAM AREA RECOMMENDATION(S):

Program managers will provide educational classes for teachers and parents to help promote our Parent Curriculum and to enhance the learning environment at home throughout the school year.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
Continued	1. Meet with teachers	Education Specialist,	District provided resources:	Quarterly reviews Oct. 2021 Feb. 2022 May 2022	Track parent usage for See Saw and Ready Rosie by running reports
	2. Train teachers on expectations for Ready Rosie, See Saw	Social Service Specialist, PFCE Specialist	Ready Rosie, and See Saw		Information will be included in monthly newsletters
	3. Assess what Access is needed for parents	Teachers			
	4. Kick Off meeting with parents (orientation)	Curriculum Team			
	5. Pull and use data from Ready Rosie to increase parent involvement.				
New	6. Training with new curriculum that parent curriculum ties into, Ready Rosie.			May 2022	

DESIGNING, MONITORING, & IMPLEMENTING QUALITY HEALTH PROGRAM SERVICES

PROGRAM AREA RECOMMENDATION(S):

Health and Nutrition

- Provide further support and training to staff on resources and strategies which can be utilized when managing the increased amount of challenging behaviors seen due to a rise in the number of ACEs in young children.
- Provide further education on nutrition and adverse health effects of high and low body fat percentages.
- Ensure all families will have the knowledge of the resources needed and available to have all preventative care up-to-date prior to entering kindergarten.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
#1 New	Due to increase in diverse behavior needs entering program, improve staff confidence in managing behavior concerns safely and effectively	Mental Health Specialist	Changemakers Social-Emotional Learning Curriculum Social Service Specialist Education Specialist District LSSP District Interventionists and support Mental Health Specialist Assistant	Now-May 2022	Referrals sent home. Staff feedback on surveys. Tracking number of in class coaching sessions.

DESIGNING, MONITORING, & IMPLEMENTING QUALITY HEALTH PROGRAM SERVICES

PROGRAM AREA RECOMMENDATION(S):

Health and Nutrition

- Provide further support and training to staff on resources and strategies which can be utilized when managing the increased amount of challenging behaviors seen due to a rise in the number of ACEs in young children.
- Provide further education on nutrition and adverse health effects of high and low body fat percentages.
- Ensure all families will have the knowledge of the resources needed and available to have all preventative care up-to-date prior to entering kindergarten.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
#2 New	Increased awareness about healthy, affordable nutrition practices to decrease overweight, obese, and underweight BMI rates among student population.	Health specialist Nutrition Specialist	District provided software programs. District Health Services HSAC committee PFCE District Nutrition Service	Now-May 2022	Excel spreadsheet reports tracking screening, vaccinations, recommended preventative care, contact efforts. Classes Flyers sent home.
#3 Continued /Updated	Refine system for communication and follow-up with families to ensure they have acquired or are aware of resources for acquiring all scheduled preventative care prior to end of age 4 year.	Health Specialist	District provided software programs. District Health Services HSAC committee		Excel spreadsheet reports tracking screening, vaccinations, recommended preventative care, contact efforts. Send health reminder notes home.

DESIGNING, MONITORING, & IMPLEMENTING QUALITY FAMILY & COMMUNITY ENGAGEMENT SERVICES

PROGRAM AREA RECOMMENDATION(S):

The PFCE specialist will provide detail information regarding school activities to both parents and staff.

- Provide quality parent education classes.
- Make sure that our families and staff are enriched, empowered and build a strong positive relationship through trainings.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
Continued	Plan classes as parents set their goals for Education and provide training.	PFCE Specialists	Training will be provided by school.	Ongoing	Class sign-up sheet Parent Interest survey
	Provide and promote more information on school activities.	PFCE Specialists		August and May 2022	Newsletters Flyers Zoom Meetings
	Contact community agencies (Texas Workforce, etc.) to provide skills to parents.	PFCE Specialists	All other local community resources as needed.	February 2021 – May 2022	Class sign-up sheets. Parenting class evaluation surveys