

# COMMUNITY ASSESSMENT UPDATE

AUGUST 2025

IN ACCORDANCE WITH PARAGRAPHS 45 CFR  
1304.51(I), 1304.50(D)(1)(VIII) & 1302.102(B)(2) OF  
THE HEADSTART PERFORMANCE STANDARDS

*"Head Start Programs promote school readiness of children ages birth to five, from low income families, by supporting their development in a comprehensive way. Head Start Programs offer a variety of service models, depending on the needs of the local community."*



**TERRELL ISD**  
Expect More, Achieve More

# TABLE OF CONTENTS

- 3 INTRODUCTION  
Process and Overview
- 4 PROGRAM GOVERNANCE, STRUCTURE,  
MANAGEMENT, AND HUMAN RESOURCES
- 5 ELIGIBILITY, RECRUITMENT, SELECTION,  
ENROLLMENT, AND ATTENDANCE
- 6 HEALTH PROGRAM SERVICES
- 7 FAMILY AND COMMUNITY SERVICES
- 8 TRANSITION & DISABILITY SERVICES
- 9 EDUCATION & EARLY CHILDHOOD  
DEVELOPMENT SERVICES
- 10 TRANSPORTATION SERVICES
- 11 FISCAL MANAGEMENT SERVICES



# INTRODUCTION

The Terrell Independent School District (TISD) Head Start Annual Self Assessment was conducted during the fall of the 2024-2025 school year. The TISD Head Start designed self-assessment instrument, along with the service plans and Head Start Performance Standards were utilized to complete the self-assessment.

The Self Assessment team consisted of staff, parents, volunteers, and reviewed by Policy Council members for input. The program wide 2024-2025 Self Assessment demonstrated that the TISD Head Start Program has met all compliance requirements and program strengths were noted in several areas. In our sincere efforts to provide services to students and families, the staff and management team will continuously attempt to develop innovative approaches to strengthen the Head Start Program by identifying areas of concern, strength, and/or noncompliance. A summary of each service area is provided detailing results of the self-assessment.





# PROGRAM GOVERNANCE, STRUCTURE, MANAGEMENT, AND HUMAN RESOURCES

---

The Program Governance and Operations service areas were found to be an area of non-compliance. The areas of concern were the family services staff were not routinely observed in regards to interactions with families and in the collection of required family documents. To address these concerns the Head Start Director will hold additional monthly meetings with case managers and family services to follow up with documentation protocols. The director, family services, and case managers met before the beginning of the 2025-2026 school year to streamline the enrollment process, including updated necessary documents. The policies and procedures are aligned with Head Start regulations and TISD governance. Monthly Policy Council and School Board meetings are scheduled to provide ongoing required information to stakeholders. The information was made available to review and approve by both boards.

The Head Start Performance Standards allow 90 days after an employee is hired to complete the background check, but TISD Human Resource Department does not place a candidate in a position until the candidate is fully cleared. Classroom staff received in-dept early childhood training multiple times per school year. The program was fully staffed, and certified substitute teachers were used when teachers were absent. CARES Act funding was utilized to maintain healthy and safe learning environments with the purchase of PPE and disinfectant supplies needed.

## AREA TO STRENGTHEN

Align campus, teacher, and student goals by developing an updated mission and vision statement that correlate with our TIGER collective commitments.





# ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE

ERSEA was found to be in full compliance with processes. Team ERSEA committee of Policy Council members that collaborated to reviewed and update plans. Eligibility points were updated. A wide variety of recruitment strategies were used to recruit families in the Kaufman County (TISD) Service area. The program offered two parent information nights with tours and multiple opportunities to register students by phone and in person. An enrollment campaign was launched using social media outlets, the TISD website, newspaper advertisements, and billboards. Printed promotional pamphlets were distributed throughout the community and targeted mailers went to all families with early childhood age parents. Additionally, the program was represented at community events, such as the Terrell Christmas Parade and the Terrell Jubilee, to recruit eligible families.



## AREA TO STRENGTHEN

Conduct an enrollment audit of necessary documentation needed for the new school year and partner with families to help meet the enrollment requirements.





## HEALTH PROGRAM SERVICES

---

The staff was well trained, informed and always striving for improvement. Procedures were in place to monitor the health of students and staff. The health staff worked with a registered dietitian and the TISD Director of Nutrition to assess the nutritional status of each student and develop a written individualized care plan for those with special diets or those in need of intervention. There were supportive relationships with the nurse supervisor and community health partners to monitor up-to-date health care and secure consultations for challenging behavior strategies. Oral hygiene reminders are shared with families on a regular basis and students practice oral hygiene as part of the head start program. Parents were alerted to and provided permission for all medical procedures and follow-up on recommendations for their child. Floaters are an addition to the staff with a daily schedule for health checks, to monitor safety in the building and playgrounds as well as to assist with monitoring safety procedures and training new substitutes.

## AREA TO STRENGTHEN

Add opportunities for families and caregivers to volunteer on campus during meal times after attending volunteer and civil food trainings creating a built in mentor program to discuss healthy eating habits.







# FAMILY & COMMUNITY SERVICES

The family and community partnership area was found to be in full compliance; there were no areas of concern. A well-organized plan focused on collaboration among family services, staff, and teachers to support the needs of families for continuous improvement, goal achievement, and self-sufficiency was established. Required parent trainings were provided to all campus families to nurture the child's primary teacher and prepare them with strategies to assist with each child's development through our online parent expos hosted in our family services room.

## AREA TO STRENGTHEN

Provide opportunities for parents to volunteer in the classroom to help make connections between the program, staff, and families. Provide resources and trainings as needed for parents struggling with student behaviors and trauma-informed care. Connect families through Remind and social media to the campus for up to date information and invite to various events.







## TRANSITION SERVICES

Transition activities with family services staff were held throughout the school year. Special education transition began as soon as the child was ready. Family services staff assisted and tracked family goals and assisted with the transition activities from head start to kindergarten. Counselors met to discuss individual needs and campus visits were held for all students and families.

## DISABILITIES SERVICES

The Disabilities Services area was found to be in full compliance; there were no areas of concern. The program served the required 10% of the total amount of enrollment to children with documented disabilities consistently each month. Child Find resources was utilized to target children who require early interventions. Families of children with disabilities were supported and involved in all decision-making processes for their children. Families personally met with the Disabilities Specialist to complete the referral process and received guidance during the Admission Review and Dismissal (ARD) process with assistance from the campus administrative team.





## EDUCATION & EARLY CHILDHOOD DEVELOPMENT SERVICES

Education Services was found to be in full compliance; there were no areas of concern. Early childhood learning continued to promote the academic focus of learning through structured approaches to meals, routines, transitions, physical activities, and rest time. Many opportunities for parent involvement and encouragement from teaching staff and program administrators were provided through an organized learning environment. The SAAVAS Three Cheers for Pre K Curriculum and Pre-K Outcomes Framework are aligned with the Head Start Early Learning Outcomes Framework to support measurable progress. Remind messages, social media, classroom newsletters, and interventions helped support positive teacher–parent–child interactions. There are processes and procedures to review and analyze data through collaborative team meetings. Data was used to help teachers review student progress which directed classroom instruction.

## AREA TO STRENGTHEN

All classroom environments should have a thematic context aligned with age appropriate content per the Classroom Look-Fors document enhanced from the CLI Environment Checklist. Provide systematic training with the new Texas Prekindergarten Guidelines and updated PreK Outcomes Framework.







## TRANSPORTATION SERVICES

Transportation Services was found to be in full compliance; there were no areas of concern. Training is provided to staff, parents, and students on bus safety procedures. Bus arrival and dismissal time is continuously monitored for ratios and staff assignments. All staff are required to supervise and assist children with transportation services, parent drop off, and parent-pick up. The transportation service is coordinated with Terrell ISD's contracted service with Gold Star Transit. Full services are provided for arrival, dismissal, and scheduled field trips. The Head Start Program has a transportation waiver on file for bus monitors and safety restraints.

## AREA TO STRENGTHEN

Ensure each child has an identification badge that is scanned when boarding and exiting buses to identify each child riding the bus. PreK 3 students are required to all be in seat belts to ride off campus for a field trip. Current buses are not supplied with enough restraint devices which prevents students from attending field trips.





# FISCAL MANAGEMENT SERVICES



Data regarding the education, health, nutrition and social service needs of Head Start eligible children and their families. 1305.3 (b)(4)

**Updated information regarding:**

Education, Health, Nutrition and Social Service Data. The overall educational attainment in Kaufman County continues to be the same. In contrast, the TISD high school graduation rate is still higher than Texas with a low dropout rate. The number of persons in Kaufman County holding a bachelor's degree has not made any significant change. In bilingual households in Kaufman County, Spanish continues to be the predominant language. The TISD Head Start Program continues to meet preschool developmental levels and shows significant strength in a majority of the areas in the Circle Progress Monitoring Assessment and Developmental Reading Assessments (DRA2). The assessment data results show student growth in critical developmental areas.

**Areas of Concern:** Have systems in place to control risks of fraud, waste, and abuse of funds. To address these concerns the director will hold bi-weekly meetings with the finance office to reconcile the budget and check for compliance. Additionally the director and finance department will set timelines for reports that are due. To help with the monitoring of waste or risk of abuse of funds, the director conducted a furniture audit that was shared with Executive Director Dockery and the finance department to prioritize student needs.

