

FY 22 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 Management & Quality Improvement**

- **Monitoring and Implementing Fiscal Infrastructure**

- **Monitoring Effective ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance**

- **Monitoring and Implementing Quality Education and Child Development Services**

- **Monitoring and Implementing Quality Health Program Services**

- **Monitoring and Implementing Quality Family & Community Engagement Services**

<u>KEY</u>
Teachers/Staff
Program Managers
Parents
Community Members
Governing Board

Policy Council Approved: 2/11/22

Governing Board Approved:

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Program Management and Quality Improvement

Purpose: The Program Management and Quality Improvement section of the protocol includes three areas: program management, ongoing oversight and continuous improvement, and program governance. The Review Team will listen to discussion and review data to understand the ability of the Director and the Management Team to deliver highly quality services, continuously monitor program services, make improvements as needed, and achieve program goals and desired outcomes. The Review Team will also monitor the engagement of the governing body and the policy council.

Approach: The Program Management and Quality Improvement discussion with the Management Team begins on the first day of the FA2 review event. The recipient will describe and demonstrate how they implement their program management system to promote quality improvement. During the data tours, the Review Team will review data and have discussions with program management staff about the program’s progress, implementation, success, and risks.

Strengths	Identified Needs
<p>District allows for a “Flex” class (English or Spanish class based on enrollment needs)</p> <p>Instructional minutes match Pre-K classes and TEA requirements.</p> <p>Program managers meet and plan together – great team-work</p> <p>Windle is amazing, supportive, and honest. The staff is wonderful to work with and are very supportive. I love what we do.</p> <p>All teachers love the kids and love teaching</p> <p>I love to see the positive atmosphere and environment throughout the school</p> <p>Daily schedules include rest times/naps</p> <p>Everything is great from day one. I love the wonderful teachers and administrators. We always get a greeting at the start of the day and at the end of the day.</p>	<p>Written plans need to be completed and aligned with updated standards</p> <p>Quarterly data reviews are needed by each Program Manager area to note progress toward goal outcomes</p> <p>Better communication between departments</p> <p>Increase teacher morale</p> <p>Define clear expectations for parents and enforce them</p>

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Monitoring and Implementing Fiscal Infrastructure

Purpose: This section highlights the program’s intentionality in its fiscal capacity and management; how the program shares information with the director, managers, the governing body, and the policy council; and how the program uses data to make sound fiscal decisions and ensure fiscal and legal accountability.

Approach: The recipient will demonstrate the program’s development of its annual operating budget and strategies for the budget’s implementation, adjustments, and accountability

Strengths	Identified Needs
<p data-bbox="220 789 623 821">DISD has Qualified Business Staff</p> <p data-bbox="220 863 623 894">Ample resources for our program</p> <p data-bbox="220 936 711 999">We meet our in-kind match with District resources and volunteer hours, etc.</p> <p data-bbox="220 1041 743 1104">District preferred EDGAR compliant vendor list continues to increase in number</p> <p data-bbox="220 1146 763 1251">Denton ISD has oversight of our fiscal management which helps us be prepared for monitoring reviews.</p> <p data-bbox="220 1293 740 1356">Our Head Start staff are highly qualified on DISD pay scales.</p> <p data-bbox="220 1398 760 1461">Fiscal audit is conducted annually with great results</p>	<p data-bbox="808 789 1403 821">Increase SEL resources through COVID pandemic</p> <p data-bbox="808 863 1360 926">As the district gives teacher’s pay raises each year the COLA is needed to cover these costs.</p> <p data-bbox="808 968 1370 1031">Continue to contribute to growing the EDGAR compliant vendor list</p> <p data-bbox="808 1073 1396 1136">Work with Human Resources to obtain MOU for staff physicals and TB tests</p>

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Monitoring ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance

Purpose: This section focuses on how the recipient ensures compliance with ERSEA program requirements

Approach: The recipient will provide child files to assist the reviewers in monitoring that eligible children and families are receiving Head Start services. The recipient will also demonstrate the program’s process for ensuring the program remains fully enrolled.

Strengths	Identified Needs
District attendance tracking alignment	Increase efforts for recruitment
ERSEA Committee in place	Continue efforts with absences
Having a Social Worker assistant	Increase collaboration
Selection criteria is aligned with Community Assessment	Way to encourage parents to be on time and attend school
They do a good job keeping up with parents who are late a lot or absent.	More attention to absences and kids that are late to school often
The ERSEA program takes care of the attendance, recruitment, and enrollment process.	Communication between teachers, parents and front office
Partnering with DISD Pre-K and Pre-K director during enrollment of students	Change the time of classes because it makes drop off and pick up difficult for parents with elementary students
Following up with personal contacts	Streamline the enrollment process. Decrease length of time of enrollment
Great recruitment and organization	Family engagement and parents being excited by being in the program
Always seeking and reaching out to our community	Keep teachers informed about the decisions and agreements with parents with attendance issues
How they are always looking for solutions and for 100 percent present	To diversify the teachers in the ERSEA committee, more people on the ERSEA committee
PLC days in calendar with Pre-K and Principals	

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Monitoring ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance

Strengths	Identified Needs
<p data-bbox="198 342 784 489">I believe the program has gotten much better at monitoring child attendance. I believe we do a great job at recruiting students to join our program.</p> <p data-bbox="198 516 727 585">Active communication with the community regarding attendance and recruitment</p> <p data-bbox="198 613 571 646">It was well organized and easy</p> <p data-bbox="198 674 719 707">Adhering to the Attendance Policy is Great</p> <p data-bbox="198 735 774 842">They are always making sure the kids are going to school. Teachers do a great job and checking up on a child that may be out for the day.</p>	

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Monitoring and Implementing Quality Education and Child Development Services

Purpose: The Quality Education and Child Development Services section explores four areas: school readiness efforts; teaching practices that promote progress toward the next learning environment; support for teachers in school readiness efforts; and the quality of home-based services. These sections are interrelated and collectively provide information about the program’s ability to prepare children for their next learning environment.

Approach: The recipient will describe how the program’s school readiness efforts align with the expectations of the children’s receiving schools and if they have information from the kindergarten readiness assessment of the receiving schools. OHS wants to capture rich data around this topic area. The openness of the questions gives the program the opportunity to describe how their school readiness and transition efforts are based on the needs of the children enrolled in their program

Strengths	Identified Needs
<p>Highly qualified instructional staff</p> <p>High quality professional development opportunities (District Curriculum Department and Region XI, etc.)</p> <p>Assessment Tools</p> <p>Coaching provided to Staff</p> <p>PLC’s look at data to plan interventions</p> <p>We focus on each child needs</p> <p>Great teachers</p> <p>Good curriculum with ease of use and comprehension</p> <p>The education and child development program is well designed to help the students develop their language and skills they need to be ready for Kindergarten</p> <p>District support and coaches</p>	<p>Want to increase parent/teacher collaboration</p> <p>Expand on diverse community experiences</p> <p>Learning the new curriculum and alignment</p> <p>Increase walk- though/observations</p> <p>Use CLASS as tools to support coaching</p> <p>More hands-on activities for students. Include activities that are different throughout the curriculum to make students want to be engaged in their learning</p> <p>Clear expectations regarding implementing curriculum</p> <p>Too many assessments</p> <p>More stream-lined from class to class</p> <p>More staff to support kids with behavioral issues</p> <p>More experiences for the kids. Field trips or bring people to the school to show off cars or the school bands or local zoos. Kids learn through play not through testing</p>

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Monitoring and Implementing Quality Education and Child Development Services

Strengths	Identified Needs
<p data-bbox="212 394 732 464">I love the teachers and the teaching that is focused on at our school.</p> <p data-bbox="212 491 751 560">District support with administrative staff for curriculum</p> <p data-bbox="212 588 756 774">I think Ann Windle does provide a safe, well-organized learning environment for our students. I believe that all students are benefiting in every way possible by being in our programs.</p> <p data-bbox="212 802 709 909">Happy place that provides an excellent educational foundation for our youngest students</p> <p data-bbox="212 936 768 1043">I love to see my boys improve. I have seen so much in just the little time they have been enrolled.</p> <p data-bbox="212 1071 656 1106">The Home Reading program is an A+</p> <p data-bbox="212 1134 730 1203">Value in the teachers when they teach our children such a great value</p> <p data-bbox="212 1230 763 1299">Helping my child in ways she could learn that fit her needs</p> <p data-bbox="212 1327 339 1362">Resources</p> <p data-bbox="212 1390 708 1459">Head Start is part of district so transition process is smooth</p> <p data-bbox="212 1486 712 1556">The teachers in Head Start are great with teaching our children.</p> <p data-bbox="212 1583 735 1652">I love that my kids enjoy every day. I see a tremendous improvement in both my kids.</p>	<p data-bbox="808 394 1300 430">Less assessments, more art and sciences</p> <p data-bbox="808 457 1373 564">I would like to see all teachers being sensitive to each individual student and meet them where they are at</p> <p data-bbox="808 592 1398 779">I suggest that the program can open up a book shelf where parents can borrow books. This will help the kids to read more books in a month than getting a book at the end of the month/reading period.</p> <p data-bbox="808 806 1347 913">I would like to have a report card of student strength and weaknesses. This would allow parents to assist in weak areas.</p>

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Monitoring and Implementing Quality Health Services

Purpose: This section focuses on how the recipient provides high-quality health, oral health, mental health, and nutrition services that are supportive of each child’s growth and school readiness. This section also focuses on the program’s approach for maintaining a system of health and safety practices and how the recipient provides quality services for expectant families.

Approach: Recipients will share how the program supports, implements, and monitors high-quality health program services. Management staff will share the data they use to monitor the quality of health services and to ensure health, mental health, and dental needs are met in a timely manner. Reviewers will ask the recipient to demonstrate how the program ensures environments for children and families are well maintained and support the desired outcomes for children. During the health data tour, the recipient will describe and demonstrate how the program monitors and maintains child health-related information and supports parents in understanding information about their children’s health and well-being. Additionally, staff will demonstrate the effectiveness of health and safety practices and discuss how these practices ultimately keep children and families healthy and safe. Five areas are measured in this section: timely health care and follow-up; mental health consultation; oral health and nutrition; safety; and services to expectant families.

Strengths	Identified Needs
<p>Good safety COVID protocols in place</p> <p>Certified health staff (RN) and Special Education support staff</p> <p>Full time guidance counselor and assistant</p> <p>New curriculum SEL resources (Baby Doll Circle Time/Changemaker)</p> <p>Each student is checked by the nurse</p> <p>Good communication with parents and teachers</p> <p>Taking health info. ensuring vaccinations</p> <p>School nurse is good with assisting/helping parents to access care for families</p> <p>Meals are prompt and ready to go</p> <p>The school nurse is diligent and works closely with teachers and students to promote safety practices and procedures</p> <p>Full time RN</p> <p>Resources on campus with education classes</p> <p>MOU’s with Universities</p>	<p>Provide some health education lessons to each class.</p> <p>Continue to monitor the new Final Rule Head Start Standards with district to develop policies and procedure</p> <p>Try to have Dr. at enrollment for physicals and dental visits available at TWU</p> <p>More Mental Health parent classes</p> <p>Provide some parent classes about how to keep your child healthy</p> <p>Better nutrition in the breakfast/lunch offered at Ann Windle. Specifically the Gigantic Chocolate muffins with chocolate chips that have a whopping 430 calories in one muffin. Yikes!</p> <p>Find a way to provide education to parents that stresses that the health of children is important.</p> <p>Not brushing teeth (COVID)</p> <p>Develop a better system to obtain physical and dental forms.</p> <p>Better nutrition balance – for things like muffins and fruit to be served at the same time.</p>

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Monitoring and Implementing Quality Health Services

Strengths	Identified Needs
<p>COVID testing available on-site</p> <p>Registered nurse on-site every day</p> <p>The nurse is very cautious about sick children being present at school</p> <p>Masks mandate I love. The physical exams are great as well.</p> <p>The use of Face coverings is added advantage</p> <p>Teachers are doing a great job talking about health and nutrition with students</p> <p>Does a good job maintaining that kids are safe and healthy</p> <p>They work well in giving information and classes about health and nutrition for the families</p>	<p>Meals don't seem to be very nutritious. Lots of sugar. Many kids won't eat what's served. Work with the district for better meals.</p> <p>I would love to see better choices in cafeteria nutrition.</p> <p>Complete MOU (dental) with TWU, partnerships</p> <p>The health program needs to be harder on parents in regards to turning in physicals, dental referrals, and attending vision appointments when their child fails their vision test.</p> <p>Seek program in collaboration with TWU Dental Hygiene to seal students' teeth.</p> <p>I would love to see more communication between the health Department and Families when an individual has COVID-19 either a student or staff. This way parents will know what is going on in the classroom/school.</p> <p>Discuss mental health more</p>

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Monitoring and Implementing Quality Family and Community Engagement Services

Purpose: The recipient must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children’s learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program and leverage community partnerships or other funding sources.

Approach: The recipient will demonstrate how the program provides quality family and community engagement services. The Review Team will learn how the program provides services to support family well-being and promote school readiness. Management and family services staff will describe how they support families in making progress toward their life goals. Parents will discuss their experience with the program’s family engagement and support services. Reviewers will use information learned from each program area to understand how the recipient integrates family engagement into all areas of programming. Three areas are measured in this section: family well-being; strengthening parents; and parent engagement in education.

Strengths	Identified Needs
<p>3 Family Service Staff work together</p> <p>We survey family needs to help to plan program</p> <p>Variety of communication modes</p> <p>Parents excited about classes</p> <p>Parents like to help the school</p> <p>PFCE staff have a good enthusiasm, willingness to work, and does well to connect people</p> <p>The PFCE team has the knowledge of what needs to be done to improve the PFCE area</p> <p>Lots of opportunities</p> <p>Social worker works closely with teachers to find resources in the community to help families</p> <p>Program has our on-campus social worker, assistant, and volunteer coordinator</p> <p>Eating healthy classes are provided</p> <p>Family oriented program</p> <p>Parent classes are great</p>	<p>Grow our community members</p> <p>Grow parent involvement</p> <p>Poll parents for best times to participate</p> <p>Get back to in-person Parent Orientation and track mini-sessions</p> <p>Grow the use of Parent Curriculum (Ready Rosie) including tracking data</p> <p>More classes about how to help your child at home</p> <p>Better organization, time management, task distribution, more outreach to get parents more involved</p> <p>More fun activities with parents, students, and staff together</p> <p>Classes and activities in the evenings so working parents can attend</p> <p>PFCE credentialing of new staff</p> <p>Parent relationship building</p> <p>Need more parents to attend</p>

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Monitoring and Implementing Quality Family and Community Engagement Service

Strengths	Identified Needs
<p data-bbox="212 396 487 428">Welcoming to families</p> <p data-bbox="212 455 743 525">Received meetings and class times by email and SeeSaw</p>	<p data-bbox="821 396 1406 428">Diversity in the trainings and classes for parents</p> <p data-bbox="821 455 1365 525">More trainings to educate parents in diverse areas in their native language</p> <p data-bbox="821 552 1377 621">Separate in-person orientation for Head Start from Pre-K</p> <p data-bbox="821 648 1305 680">Offer classes online as well as in-person</p> <p data-bbox="821 707 1403 894">I would really like parents to be a little more excited about being in the program. Their kids are getting a “head start” in filling in those gaps they may have. The ability to go do what they need/want to do during the day is a plus.</p> <p data-bbox="821 921 1182 953">Need more parent volunteers</p> <p data-bbox="821 980 1308 1012">Provide short announcement reminders</p> <p data-bbox="821 1039 1386 1150">If there is food involved, then I would be more likely to attend a parent class or volunteer at the school</p> <p data-bbox="821 1178 1378 1247">More reminders sent through remind or mass phone calls</p> <p data-bbox="821 1274 1364 1344">More events after school where parents and community partners can join in on the fun</p> <p data-bbox="821 1371 1406 1440">Create a sign-up board for parent volunteers for upcoming events</p> <p data-bbox="821 1467 1346 1537">“I work nights so the scheduling wasn’t too good for me”</p> <p data-bbox="821 1564 1300 1596">More meetings and classes after school</p>