

FY 23 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: 2/17/2023

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>Highly qualified and professional managers</p> <p>School Board is actively involved and supportive of Early Childhood & Head Start.</p> <p>Managers are onsite and meet weekly/biweekly as a team to collaborate and for progress monitoring efforts.</p> <p>Dedicated school board members who participate in Policy Council meetings.</p> <p>Parents contacted through multiple channels - phone, email, SeeSaw, flyers, etc.</p> <p>More situational safety drills this school year to help staff and children know what to do in case of an emergency.</p> <p>Daily Safety Manager walk-throughs of the school.</p> <p>Several strong parent volunteers.</p> <p>The support that is offered to parent/guardians of the family</p>	<p>Streamline communication to all involved parties to determine overall flow/scheduling/effect on program</p> <p>Parent Orientation more focus on what is expected for staff and parent.</p> <p>Workforce: Finding & retaining quality staff</p> <p>In need of more Parents wanting to serve in leadership roles: Policy Council, etc. We also need more parent involvement from each class representatives.</p> <p>Need to create some stand-alone policy & procedure pages for key standards for each program manager area.</p> <p>Policy Council meetings should be held after school with childcare provided. This would allow for more participation from working parents, Head Start teachers and co-teachers, and interested community members.</p> <p>More district level understanding of Head Start.</p> <p>More community representatives from local resources/businesses.</p>

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Program Management and Quality Improvement

Strengths	Identified Needs
<p>Communication avenues between staff and parents are varied and consistently available.</p> <p>Front doors to school are locked - you have to ring doorbell and be granted entrance by a staff member.</p> <p>They are a good team</p> <p>Communication is excellent when promoting program governance</p> <p>Informative. Educational. Communicative.</p> <p>I like that we as parents are able to learn about the governance/policies of Head Start.</p> <p>The Policy Council meeting schedule is good for me.</p> <p>SeeSaw, emails, and flyers used frequently.</p> <p>I feel safe and my children have said they feel safe at school.</p> <p>The kids know the safety plan we drive by and they tell me they practiced the emergency drill so they know what to do.</p> <p>The school safety procedures make us feel safe</p> <p>They ask for photo identification at the entrance</p> <p>Regular meetings</p> <p>Emails, flyers, and all communication translated into Spanish.</p> <p>Communication in more than one way (Seesaw, campus fliers, social media).</p> <p>There are many safety features that are great - doorbell, drills, gates, visitor check-in with ID, student checkout with ID, car tag check at dismissal with backpack tags.</p>	<p>More collaboration with parents on decisions that affect how the program is run.</p> <p>Train new HS staff on why Head Start was created, program policies and procedures they have a hand in implementing/maintaining, and diversity/cultural sensitivity.</p> <p>New and returning HS staff should receive a "Head Start Orientation" similar to the Parent Orientation where the purpose for the program and staff expectations are reiterated each year.</p> <p>Since the campus is home to multiple programs, Head Start should have a separate day/time for Meet the Teacher Night than the PK and ECSE programs. Parent Orientation should be held at this same time.</p> <p>Communication between program managers and teachers/co-teachers needs to be more frequent.</p> <p>Communication between Head Start and campus leadership needs to be more frequent and open.</p> <p>The Head Start newsletter can be too wordy and many parents report not reading it at all. The newsletter needs rethought and updated to be more timely, pertinent, and eye-catching if the program wants to rely on it as an effective communication tactic.</p> <p>Communication with families could be improved by changing the "Tuesday Folders" to "Daily Folders". This would also align better with what parents should expect from many elementary schools in the district.</p> <p>Better window coverings and door locks throughout the school.</p> <p>Prepare programmatic infrastructure to be able to successfully expand the program in the future.</p>

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Program Management and Quality Improvement

Strengths	Identified Needs
	<p>Finding ways to have more volunteers for Program Governance.</p> <p>Maybe mentoring to parents that volunteer hours help our school financially.</p> <p>A more flexible time for meetings</p> <p>I would like for parents to be able to be more involved in the decision-making process of how discretionary Head Start dollars are spent.</p> <p>The school district is growing, especially down 380 and Head Start should be expanded that way.</p> <p>The schedule for Policy Council meetings does not work well with working parents and does not allow them to attend in person or on zoom.</p> <p>That they try to involve more people so that they see that it is important to be part of these programs</p> <p>Upfront communication with parents about how parents would know kids are ok or where they are if an emergency was to occur - like a check in system.</p> <p>More safety people at the entrance.</p> <p>More parent attendance/participation/understanding</p> <p>There is a need for more bilingual people to communicate with parents and students</p> <p>To be more promoted as a program within our service area.</p> <p>To provide transportation for those who miss school due to not having transportation.</p> <p>Formal transition team created for students moving into Kindergarten.</p>

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Program Management and Quality Improvement

Strengths	Identified Needs
	<p>Interdepartmental communication needs improvement.</p> <p>Maybe too many ways to receive information electronically; choose one main way parents receive communication from leadership.</p> <p>Streamlined communication between Head Start Program, Campus Admin, and Denton ISD services</p> <p>The building could benefit from some updated systems and/or adaptations to improve safety/security of the building structure.</p> <p>Have an officer from the city police and/or fire department come talk to the kids about what to do in an emergency.</p> <p>Better curtains to cover classrooms in case an intruder is outdoors trying to look into classrooms.</p> <p>Newly installed fire siren is too quiet.</p> <p>Protocol specifically dealing with violent and abusive children.</p> <p>Better outlined procedures for removal of physically abusive or violent students.</p> <p>Drawing more parents in for these committees.</p> <p>Altering times so that staff members (Windle and other DISD campuses) who are also parents can participate in one/both of the committees (Policy Council and Parent Committee).</p> <p>Earlier communication about events for planning needs.</p> <p>Earlier notification of classes, meetings, and Head Start trainings.</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>Governing Board is committed to early childhood ed (Head Start) and has no hesitancy in financially supporting.</p> <p>Meeting student needs with the program we have now.</p> <p>Spending funds down and in accordance with federal regulations.</p> <p>Financial Audits</p> <p>We have many resources available within the school district.</p> <p>Extra funds received this year were beneficial to our program: COLA, QI, Covid/ARP funds</p> <p>Additional DISD grant specialist staff added this year.</p> <p>The campus seems to have a lot of materials for the students.</p> <p>I like that we have the option to review the budget.</p> <p>Classroom is sufficiently supplied as far as I can tell from a parent’s perspective.</p>	<p>Expansion grant from Head Start</p> <p>Affordable financial professional development</p> <p>Grant (financial) website development and resources</p> <p>Expansion of Head Start program</p> <p>We do a great job spending funds down but we could streamline and fine tune that process to ensure less funds are left on the table.</p> <p>Internal fiscal (written) procedures</p> <p>Streamline the process of requesting materials/training/etc. so that needs can be met in a more timely manner.</p> <p>Teachers need a say in the tech we have to use/have when space is so limited and HS requirements have to be met.</p> <p>Funds for materials for cooking lessons / activities that are not necessarily part of snack time</p> <p>Transparency/access to data on how funds are spent.</p> <p>Teacher/staff input on how funds are spent.</p>

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Monitoring and Implementing Fiscal Infrastructure

Strengths	Identified Needs
	<p data-bbox="802 394 1398 464">Adding a line item to budget for one day or more clinic during enrollment for physical and dental</p> <p data-bbox="802 491 1341 522">Increasing para and staff and teacher salary.</p> <p data-bbox="802 552 1325 621">With inflation, more dollars for teachers to spend on classrooms (snacks, etc).</p> <p data-bbox="802 651 1395 835">I would like for teachers to have more classroom funds. Teachers know what their classroom needs and they should have funds to get what the students need without having to go into their own pockets.</p> <p data-bbox="802 865 1386 972">Wanting to apply for expansion grants if they become available to create Early Head Start and to see if there is a need to expand Head Start</p> <p data-bbox="802 1001 1386 1146">More transparency and collaboration with Head Start staff, program managers, campus leadership, and DISD grant when creating the yearly Head Start budget.</p> <p data-bbox="802 1176 1276 1245">More thorough breakdown of monthly expenditures.</p> <p data-bbox="802 1274 1336 1344">Paraprofessional compensation needs to be increased to retain dedicated staff.</p> <p data-bbox="802 1373 1386 1518">Obtaining a Head Start database program needs to be a priority, especially if the program would like to prepare to expand. Current protocols are not sustainable or easily scalable.</p> <p data-bbox="802 1547 1395 1617">Policies and procedures for what can be counted as "in-kind" and how to properly document it.</p> <p data-bbox="802 1646 1352 1715">Continue to use money for trauma, behavior, and emotional needs.</p> <p data-bbox="802 1745 1352 1814">Teachers should be involved in how money is spent for their classrooms.</p>

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Strengths	Identified Needs
	<p data-bbox="802 331 1341 443">More clarity on what each budget category includes - i.e. what items are included under “instructional supplies”, etc.</p> <p data-bbox="802 470 1333 575">Money set aside to cover the sudden rise in prices in classroom supplies and foods for snacks.</p> <p data-bbox="802 606 1328 716">More collaboration with Policy Council and campus staff on purchasing large items like playground equipment.</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
<p>Identification of potential community resources</p> <p>ERSEA Committee</p> <p>Program has been able to maintain full enrollment.</p> <p>Knowledgeable and thorough ERSEA Specialist/Social Worker.</p> <p>Increased recruitment efforts this year to three "Round Up" events from one in prior years.</p> <p>More outreach to improve attendance including a group parent meeting and one-on-one meetings.</p> <p>Faculty and staff work with parents to help find solutions to difficulties.</p> <p>Regular and Frequent recruitment efforts.</p> <p>The ERSEA team works hard throughout the school year and before school starts to ensure that the enrollment process is easy and understandable for families.</p> <p>The enrollment is pretty simple and easy access.</p>	<p>Digitize documentation for staff reference</p> <p>Let parents know about attendance is a requirement at the round-up events.</p> <p>Increase is needed in recruitment to increase our priority list</p> <p>Steps needed to help to reduce student turnover rates</p> <p>Daily Average attendance has been lower this year than previous years.</p> <p>More community outreach to build the Head Start "brand" within the community.</p> <p>Would benefit from Head Start database software/program.</p> <p>Transportation/busing provided for all Head Start students.</p> <p>A dedicated Head Start ERSEA Specialist who is not simultaneously the Social Worker. This would improve ERSEA recruitment and attendance efforts as well as allow the Social Worker to improve family goal progress monitoring and community outreach for resource gathering.</p> <p>Resource fair during recruitment to include things like: WIC, Medicaid, financial, etc.</p>

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

Strengths	Identified Needs
<p data-bbox="199 342 716 411">They are very attentive, they are nice, and always helping everybody</p> <p data-bbox="199 438 748 472">Extremely knowledgeable program manager.</p> <p data-bbox="199 499 626 533">Effective data collection/reporting.</p> <p data-bbox="199 560 768 627">Focus on making paperwork requirements less burdensome.</p> <p data-bbox="199 655 771 722">Increased efforts on increasing attendance and compliance.</p>	<p data-bbox="826 342 1393 600">Not every parent understands attendance is important like other schools. Some parents look at PreK/Head Start as a school, but not as “important” when it comes to attendance. If parents knew attendance was required, I feel more students would be attending as they should.</p> <p data-bbox="826 630 1339 697">Advertise (make it known) to parents that attendance is important/required.</p> <p data-bbox="826 726 1326 793">A 2-year program - You should be able to enroll once and have it be for both years.</p> <p data-bbox="826 823 1390 890">I think one thing is parents don't understand that Ann Windle is a school and not a daycare.</p> <p data-bbox="826 919 1393 953">Make parent expectations clear at enrollment.</p> <p data-bbox="826 982 1364 1050">More bilingual staff to help with enrollment and recruitment.</p> <p data-bbox="826 1079 1386 1188">Letter(s) for opting in for all special classes we provide to students during the school year should be included in registration packet.</p> <p data-bbox="826 1218 1380 1285">To provide transportation for those who miss school due to not having transportation</p> <p data-bbox="826 1314 1377 1423">Send parent survey of what obstacles contribute to poor attendance and try to find solutions bases on responses</p> <p data-bbox="826 1453 1221 1486">Expectations explained up front.</p> <p data-bbox="826 1516 1101 1549">Transportation service</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>In time Professional Development</p> <p>Report cards</p> <p>The program is really strong in helping the families with the development of their child</p> <p>The program is improvement-oriented with a strong focus on Kindergarten-readiness.</p> <p>Teachers and staff are very involved in each child’s learning environment and progress.</p> <p>Long term support for Head Start program – Dedicated District resources for curriculum, support for professional development</p> <p>Access to training</p> <p>Dedicated and qualified staff</p> <p>Focus on SEL</p> <p>In addition to our Education Specialist, the district has EC coaches and curriculum support and resources that our staff have access to.</p> <p>Strong DMTSS/RTI process</p>	<p>Need additional support and staff, inclusion staff, and subs</p> <p>Digitizing all student data into a single comprehensive drive/database</p> <p>TEA updated the Pre-K guidelines and we will need to provide training & instructional support and make sure that instructional resources & School Readiness goals are aligned.</p> <p>Bilingual classes more challenging to fill due to more ESL students vs. bilingual and Elementary campuses opening more bilingual PreK sections.</p> <p>Expansion of Pre-k in the district has reduced our priority list</p> <p>Comprehensive policies and procedures for home visits and teacher conferences. This would enable teachers and program managers to be on the same page about expectations.</p> <p>More Head Start to Kindergarten transition activities for parents.</p>

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Monitoring and Implementing Quality Education and Child Development Services

Strengths	Identified Needs
<p>Special Education instruction/supports are available on campus</p> <p>The Head Start program is part of Denton ISD so curriculum and child outcome expectations line up to children's kindergartens.</p> <p>I do feel my children will be prepared for Kindergarten</p> <p>Ready Rosie is helpful.</p> <p>Parent Teacher Conferences are beneficial.</p> <p>I am grateful for the teachers and services offered for my child with speech therapy.</p> <p>They are really clear on the areas that the student needs help with</p> <p>The learning curriculum is great</p> <p>Bilingual program where student can learn in English and Spanish.</p> <p>Every Head Start educator works hard to provide everything needed for the education and healthy development of students.</p> <p>Well-developed curriculum for students so they are ready for Kindergarten.</p>	<p>There are several curriculums, assessments, and parent engagement tools staff and families are being asked to use. The program should have a deep look into if all systems are beneficial or being used.</p> <p>Affordable professional development</p> <p>Inclusion teachers and additional teaching assistants</p> <p>Reliable substitute teachers</p> <p>More creative arts</p> <p>Improved classroom assignments based on developmental need.</p> <p>That the teachers of more conscious on the age of the student and be understanding of the family's environment/situations</p> <p>Families need to be completely aware of expectations and be held accountable.</p> <p>Teachers need to know that it is safe to go on home visits (family members don't have violent criminal history for example).</p> <p>Fully funded behaviorist</p> <p>Too much focus testing and district curriculum.</p> <p>We need to provide students more learning opportunities, experiences, field trips, special events, nutrition, art, music, etc.</p> <p>We could use a music and an art program / curriculum</p>

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Monitoring and Implementing Quality Education and Child Development Services

Strengths	Identified Needs
	<p>Continued refinement of instructional practices across all Head Start classrooms.</p> <p>More education for families on behavior and positive discipline.</p> <p>Support staff and classroom teachers with what they need to teach.</p> <p>If there was a way to give staff scheduled time for preparation of curriculum.</p> <p>Teachers need more classroom support. There needs to be extra staff in classrooms for some children that have issues with emotional regulation.</p> <p>Teachers need more time to be able to plan lessons. I would like to see teachers have more planning time.</p> <p>I would like to see home visits structured so they are not a burden on teachers.</p> <p>More work on fine motor skills.</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

Strengths	Identified Needs
<p>Comprehensive health services given the potential needs of our program</p> <p>Knowledgeable practitioner</p> <p>Access to resources</p> <p>Health Specialist is RN</p> <p>New partnership this year with TWU/UNT for Nutrition and Physical activity called Healthy Lifestyles</p> <p>Knowledgeable and caring school nurse who is an RN.</p> <p>Dedicated campus counselor who is nationally certified.</p> <p>Long term commitment to registered nurse on campus</p> <p>District resources – LSSP’s, Audiology....</p> <p>Collaboration with UNT & TWU – PT, Exercise, etc.</p> <p>Communicative</p> <p>The physical activity calendar sent home.</p> <p>My children come home and talk to me about healthy eating habits and healthy snacks.</p>	<p>Continuity and documentation policy for program.</p> <p>Current SEL screenings (min. 2x per year for enrolled students)</p> <p>Inclusion teachers/classroom</p> <p>Rapid access to testing, evaluations, program implementation for students needing support – Head Start students only have 2 critical years with us, cannot after and standard wait time.</p> <p>Additional funding to increase support services at Pre-K level so needs are addressed before K5 transition – at K5-1st issues/needs (SEL) tend to raise not decrease if not addressed at Pre-k level.</p> <p>Although we have seen some improvements in our BMI levels, Obesity rates are still showing as a need.</p> <p>Need for more resources for medical and dental preventative care</p> <p>Mental health needs on the rise</p>

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Monitoring and Implementing Quality Health Services

Strengths	Identified Needs
<p>Children’s overall health is a priority noted by the various activities that are promoted like nutrition class or having gross motor activities in the activity center. I especially like that the campus counselor sends out a paper explaining the lesson they did for the week.</p>	<p>Lead testing needs to be conducted on our campus water (new requirement)</p>
<p>I like that they follow throughout the importance of health and dental.</p>	<p>Need to get MOU completed for TWU dental finalized/approved</p>
<p>Very professional they make good decisions, They always do what is best for the children</p>	<p>Need to increase health education for parents & students</p>
<p>The teachers are good and follow through with the importance of brushing teeth, which is really good.</p>	<p>Increase Community partnerships for mental, physical, and dental health needs of families.</p>
<p>Good food ideas, good, in training families</p>	<p>More involvement from the Head Start Nutrition Specialist/DISD Nutrition Department.</p>
<p>They check up on families</p>	<p>A dedicated Head Start Health Specialist that is not simultaneously the campus nurse.</p>
<p>Early identification of families/students in need of health insurance</p>	<p>Inclusion teachers/classrooms.</p>
<p>Ongoing assessment of nutritional health as well as opportunities for health education</p>	<p>Would benefit from Head Start database software/program.</p>
<p>Dental care included in classroom routines</p>	<p>MOU with TWU for dental hygiene - Limited Resources</p>
<p>Healthy meals/snacks provided by school</p>	<p>Have a clinic or kids from ATC to do a day at enrollment to get the physical forms completed on-site.</p>
<p>Extended breakfast time for tardy students</p>	<p>Better way to track health data</p>
<p>Regular counselor guidance lessons</p>	<p>A daily program offered after school - parents can go with kids.</p>
<p>Regular inclusive behavior support</p>	<p>Services provided on campus like counseling for parents, on site physicals, dental check up, etc.</p>
	<p>Partnerships within the district strengthened like having physicals done by the high school training program or the high school medical program</p>
	<p>More information about dental and nutrition</p>
	<p>Options of places where a child can be taken to see a dentist.</p>

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Monitoring and Implementing Quality Health Services

Strengths	Identified Needs
<p>Timely administration of development screenings through campus mental health department.</p> <p>Thorough documentation of mental health/behavior supports provided.</p> <p>They help parents look for clinics for the students.</p> <p>Staff is knowledgeable about what resources are available.</p> <p>The Health and PFCE Program works to bring in community members that also promote health and safety practices to students, families, and staff.</p>	<p>More information about dental and nutrition</p> <p>Options of places where a child can be taken to see a dentist.</p> <p>Food pantries/places that give food away provided by the school.</p> <p>To teach families that when their child is sick to keep at home and teach how to cover their mouth when they are coughing</p> <p>That they will take more time to check on lice.</p> <p>Improved communication between departments (and from families) regarding medical history/conditions, history of trauma, recent stressful events, referrals or diagnostics.</p> <p>Additional support staff</p> <p>Additional funding</p> <p>Provide healthier meals at student meal times; too many sugary and processed foods like chocolate muffins and twix yogurt for breakfast.</p> <p>The nursing position is too much for one person. Additional nurse or assistant is needed. Two campuses, HS requirements, special needs of students on top of regular duties (for the same salary) is too much to require of one person.</p> <p>Nutrition should provide support / ideas (tips and tricks) to teachers for students that have texture issues, eat too fast, choking concerns, etc</p> <p>Lessons / cooking classes sponsored and provided by nutrition department for parents</p>

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Monitoring and Implementing Quality Health Services

Strengths	Identified Needs
	<p>Partner with DISD nutrition department to provide easy cooking/tasting lessons that teachers could do in classrooms to promote healthy habits and experiences. HS budget should include funds for materials / ingredients for these lessons.</p> <p>Partnerships to provide oral health lessons/materials to classrooms.</p> <p>Partnership with an ISD athletic department, OT, and/or curriculum to provide program/lessons on gross motor activities.</p> <p>Community partnerships for health needs (dental/vision/physicals)</p> <p>More health education for families.</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>Many resources to families, Love that!</p> <p>As a parent we can come and volunteer in what we want and what we like</p> <p>Parent classes are welcoming and informative.</p> <p>I like the nurturing families class.</p> <p>The program is available in Spanish and English.</p> <p>Communication, Kindness, Availability and understanding.</p> <p>They have many ways to help and support families and students</p> <p>Emphasize the value of volunteers and keeping good records</p> <p>Shared data base (google doc) was created to help to better track family goal progress.</p> <p>More community outreach this year as well as more resources found.</p> <p>More after school activities offered this year.</p> <p>Knowledgeable staff.</p>	<p>We need to recruit more parents to volunteer at their child’s school</p> <p>Daycare provided for after school parent meetings</p> <p>Asking families what time activities are a good time for their schedule</p> <p>Childcare provided for all meetings, classes, and events. An option for childcare would be to partner with the school district's child development program.</p> <p>More availability for events, training, meetings after school hours.</p> <p>More family night events.</p> <p>Different hours for working parents</p> <p>It is difficult to find common interests in a versatile community, but making the meetings more attractive would help.</p> <p>I think having a dedicated interpreter is important. Yes, having bilingual staff is good but staff have to do their other work and are unable to interpret meetings/activities for parents needing it. I believe it creates an unwelcoming environment.</p>

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Monitoring and Implementing Quality Family and Community Engagement Service

Strengths	Identified Needs
<p>The PFCE program is inclusive of all Head Start families and extends that inclusion to campus PreK families as well.</p> <p>Encouraging families to volunteer</p> <p>Works with the librarian on programs to get books in home libraries.</p> <p>Monthly events for students and/or families to be involved in and enjoy.</p> <p>Community-building is a great strength</p> <p>Staff do a great job trying to meet multiple needs of the families.</p> <p>Staff and parent volunteers are very respectful and helpful with questions and able to either answer my questions or able to refer me to someone that can.</p> <p>The Health and PFCE Program works to bring in community members that also promote health and safety practices to students, families, and staff.</p> <p>Strong efforts to include fathers</p> <p>Social worker's assistant available as a Spanish language interpreter.</p> <p>Welcoming and open to parents, offering many options for support/learning</p> <p>Several dedicated volunteers</p> <p>Hardcopy and web-based options for parent engagement</p> <p>I have attended the Parent cafe which has been a really enjoyable time every time I have volunteered.</p> <p>Very knowledgeable PFCE manager with great interpersonal skills</p> <p>Many opportunities to volunteer</p>	<p>Explain why you need to be a school volunteer</p> <p>I would like to see a Spanish class for non-Spanish speakers added.</p> <p>Transportation for the children</p> <p>Insist, insist that parents participate in the school</p> <p>Lay groundwork for program expansion and advocate for more resources</p> <p>Continuing to look at other partnerships within the community for classes/events.</p> <p>It's been hard this year to find parent volunteers to help/participate. We need more community volunteers.</p> <p>Continuing to push for families to be more involved knowing that many are only here one year.</p> <p>We want to increase our Volunteers</p> <p>Transportation is an identified need for many of our families.</p> <p>Continue to expand our family service data base to help to streamline the various pieces of data that we collect.</p> <p>Parents are in need of GED. Our campus class didn't make, so we are trying to find places with open spots for them to go to.</p> <p>More resources are needed for our single parents.</p> <p>More involvement is needed from our father figures</p> <p>Parents have fiscal needs with the higher cost of living/inflation. Job security is a need for some.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

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Strengths	Identified Needs
<p>Great at making sure we advise parents on how to get the help they need.</p> <p>Thorough knowledge of available community resources.</p>	<p>More Affordable housing needed in our service area</p> <p>Continue to expand our family service data base to help to streamline the various pieces of data that we collect.</p> <p>More staff are needed in this area, especially bilingual staff.</p> <p>Streamline and shorten Parent Orientation to retain parent attention and convey the most important points of expectations for families, attendance protocols, etc.</p> <p>More after school parent classes with childcare and food provided.</p> <p>A greater program-wide focus on the two-generation approach to aid parents in their goals.</p> <p>There is a need for more intensive community outreach to build the Head Start "brand" within the community.</p> <p>Obtaining a Head Start database program needs to be a priority, especially if the program would like to prepare to expand. Current protocols are not sustainable or easily scalable.</p> <p>Para for Program Manager</p> <p>Additional fun campus-wide activities that allow time for parents to get to know each other and more staff outside of their classroom teacher.</p> <p>More parent classes where families can engage in physical activity.</p> <p>Reward those that are models for the program (good attendance, family members on Policy Council or Parent Committee, etc)</p>