


Webb County Head Start Local Assessment Team Members

January 14-25, 2021

2020 - 2021

Content Area	Monitor	Key Indicators
Program Design	(staff) Linda Payle, Parent Engagement Coord.	F1: Program Design and Management F2: Program Management & Quality Improvement
	(PC) Debra Vasquez, PC Chairperson	
	(Administrator) Aliza Oliveros, HS Director	
Education	(staff) Isabel Campos, FSW	F1: Designing quality education and child development program services F2: Education and Child Development Services
	(staff) Miriam Gutierrez, FSW	
	(staff) Rosa Treviño, ASM	
	(staff) Rosangela Velasco, ASM	
	(staff) Karina Lujan, Education Coord. Asst.	
	(staff) Stephanie Negrete, Education Coord. Asst.	
	(parent) Alexa Luna, Floyd	
Health Child Nutrition Mental Health Safety Practices	(staff) Maria C Jalomo, FCP Coord.	F1: Designing quality health program services F2: Health Program Services
	(staff) Irma Cruz, RVN	
	(staff) Nora Rodriguez, Sp Services Assist	
	(staff) Maritza Mendoza, Ed Assist	
	(parent) Pamela Stephanie Becerra, JC Martin	
	(parent) Sylvia Salinas, Arndt	
Family and Community Engagement	(staff) Linda Payle, Parent Engagement Coord.	F1: Designing quality family and community engagement program services F2: Family and Community Engagement Services
	(staff) Patricia Patlan, FSW	
	(staff) Claudia Rubio, FSW	
	(parent) Cynthia Linares,	
	(parent) Zayra Guerra, Heights	
ERSEA	(staff) Marbella Elizondo, FSW	F1: Developing effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) strategies & Fiscal infrastructure
	(staff) Claudia Alejandro, FSW	
	(staff) Maria T Espinoza, FSW	
	(staff) Sylvia Guzman, FSW	
	(staff) Stephanie Arzola, Sierra Vista	
Fiscal		F2: Fiscal Infrastructure
	(County) Carlos Guerra, County Auditor	
	(Administrator) Aliza Oliveros, HS Director	
CLASS Field Guide	(Consultant) Sandra Morales, EC Consultant	CLASS: Classroom Observations
	(staff) CLASS Reliable Observers	

FY 2021 Focus Area Two

Monitoring Protocol

(Monitoring and Implementing Quality Education and Child Development Services)

Alignment with School Readiness

Progress Measure – (PM) 1: School readiness efforts align with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

Head Start Program Performance Standard

1302.(a)(3) 1.

1. Describe how the school readiness goal align with the HSELOF and Pre-K Guidelines.

Teacher Staff. Araceli Perez Little Palominos

Three time a year Education connect area collated date from school readiness goal at the end of each check point, is alignment to the HSELOF and Pre-K Texas Guidelines to prepared children for kindergarten.

1302.71(a)

2. Explain the expectation of the receiving school and collaboration to promote successful transition to kinder.

Teacher Staff Araceli Perez (Little Palominos)

Head Start transition to Kindergarten a Transition Conference event is plan with both of the Districts and parents are invite to received information from both of the district in how to transition to kinder and what are the requirements.

EHS to HS program Parents will visit the classroom with child and observed the classroom for 15- 30 minutes three time during the transition process. ?

1302.70(a)

3. What programs strategies and practice to support successful transitions for children and families out of EHS.

FWS Tersita Ramirez FSW HS/ EHS

During enrollment I explain the Transition Process parent's sign the Policies and Procedures.

- I. The process start at 2.6 with the information of the Head Start interested for child Transition parents describe any concerns they might have regarding the transitions. I document if the child has any Health and Nutrition concerns and IFSP. Parents and I set up a family goal to help prepare child and family for transition out EHS is signed by the parent, FSW and ASM.
- II. 2.9 (three months prior to Birthday)
 - Ask date of transition visit to set visit to center of choice.

- I provided list of documents needed to apply.
- Also, discuss 36mths physical, dental iron lead.
- Transition outcomes: regarding the meeting
- I write any comments regarding the family transition.
- Email copy to FSW and ASM of the head start of choice.

III Transition Log

- Teacher document documents the summary of the visit.
- FSW gives parents an appointment to place child on the waiting list for head start.

IV Parents Transition Conference

- Purpose of the conference to review the transition process including the Physical, Dental, Lead, Iron exams, ASQ's Concerns any referrals, Mental Health, Nutrition, Health, and Disability.
- Write any comments or concerns parent might have forms signed by Parents, Teacher and FSW.
- Explaining the process during enrollment if space not available, child will be allowed to stay in EHS following the 3rd BD for additional Months or space available child can transition Head Strat program, public school offer child care and give theme info on CCS program.

Mrs. Canales

1302.(c)(2) (ii)-(iii)

1302.33(b)(1)

4. Describe the data used to show that children are ready to meet the expectation of receiving schools.

One of the requirements is the Texas assessment (Texas Primary Reading Inventory Assessment) in order to meet the Texas following guideless grade to grade. Education code of Texas. Targeting the specific reading domain and language of the child.

5 Explain the expectations of the kindergarten readiness easements of the receiving school.

Expectation Texas Pre-K and Kinder guideless is to insure the high quality education for Prek-3 and Prek-4 efficiency guideless with vertical alignment and differentiate the approach of the education, by approach and strategies were the teacher can help the child, lean technic builds the oral language communication skills, they also provided Devices, videos, musical, movement, specific for the need of the child example EL (English learns student are accountable and deferent from the rest, and provided efficiency practices are provided individual.

6. Discuss if the program obtains kindergarten entry assessment data on Head Start children entering the receiving schools.

School collected data at the begging of the school year from the following grade school Pre-K, Pre-K4 and Kindergarten and send all data together. This year school got a waver not to administer the assessment due to the pandemic and this report is not being send.

J C MARTIN ELEMENTARY SCHOOL

MONICA TREVINO

Children 12

1. The grantee will describe how the program's school readiness efforts align with the expectations of receiving schools, the HSELOF, and the state early learning standards?

All of these programs have the same goal; to provide excellent quality care for children from 0 to 5 years old and also children with disability; what child is able to do and what should do according to age by focusing in major domains, such as: social emotional, physical, cognitive, language and literacy and approaching to learnings. In which all aspects of child are important, the background, experiences, age, culture, etc. To provide effective teaching strategies and assessments in all domains to help child be ready for future learning years.

2. The grantee will explain the expectations of the receiving schools and collaborations to promote successful transitions to kinder?

The expectations are to help children be ready to succeed in the following school years and provide family members with some skills to help their children to promote learning in all domains.

3. The grantee will describe how the program implements strategies and practices to support successful transitions for children and families out of Early Head Start.

By implementing effective teaching strategies and practices, assessments, trainings to educational staff and parents, engage parents in child's education, parent's meetings, abrindo puertas , by preparing environment for strong experiences for children and families, etc.

4. The grantee will describe the data used to show that children are ready to meet the expectations of receiving schools?

Data such as: Frog Street, Creative Curriculum, CLASS, and all the different assessments that teachers do throughout the year.

Center Name Little Folks

Teacher Mrs. Claudia Hernandez

Number of children 15

1. The grantee will describe how the program's school readiness efforts align with the expectations of receiving schools, the HSELOF, and the state early learning standards?

The child progress monitoring assessment and the teaching strategies gold checkpoint assessment is a correlation that is implemented in the early learning standards.

2. The grantee will explain the expectations of the receiving schools and collaborations to promote successful transitions to kinder?

The collaboration of the progress monitoring and the creative and the creative curriculum prepares the students to transition to public school by being exposed to the testing method as well as rapid letter naming alliteration, rhyming, patters, syllabication.

3. The grantee will demonstrate how the program implements strategies and practices to support successful transitions for children and families out of Early Head Start.

Parent and child come in to the class room to observe the class for 15 min to get familiarize with the Head Start classroom environment.

4. The grantee will describe the data used to show that children are ready to meet the expectations of receiving schools?

Children are assessing 3 times a year using circle progress monitoring assessment and the checkpoint assessment. Based on the result the teacher plans according on the child's need and outcomes of the assessment.

Home-Based Program Services

PM4: The grantee ensures home-based programs services provide home visits and group socialization activities that provide high-quality learning experiences.

Head Start Program Performance Standard

1302.35 (a)

1. a. How does the HB program HVs promote secure parent-child relationships& help parents provide high-quality early learning experiences?

HV. Mrs. Sanchez
HV. Mrs. Marquez
HV. Mrs. Cordova

All three staff were interview via zoom virtual meeting January 20,21 at 2:30pm

All three home visitors agree to answer this question, by using a reached base curriculum call PAT (Parents as Teachers) also including Kinder Musik as addition curriculum and ongoing assessment Teaching Strategies GOLD.

Home visitor plan visit and teach parent base on child's individual lesson plan, child grow and development, incorporating child interests and language, and cultural background. Each lesson is base child – parent, interaction scheduling virtual individual calls, communication with parents via, email, Zoom, What app, Massagers, and phone calls what the family has access, also provided educational material during the Grab and Go meals.

1302.35(c); 1302.35 (e)(2)

- 1b. demonstrate how the HB program HV's provide development appropriate child –focused learning experiences that promote parent's abilities to support their child's development and align intentionally to the school reediness goals and HSELFO (home visits and socialization).

After every check point home visitor generate the individual report to plan or the following objectives base on the SRG's Goals correlated with the HSELFO. Home visitor plan base on the objectives and send activities to parents.

Socialization Schedule

Nov. 10, 2020 & Nov. 24, 2020

Dec. 08, 2020 & Dec.15, 2020

Jan. 12, 2021 & Jan. 26, 2021

Feb. 09, 2021 & Feb. 23, 2021

Mar.09, 2021 & Mar. 23, 2021

April 06, 2021 & April 20, 2021

May 04, 2021 & May 18, 2021

June 08, 2021 & June22, 2021

July 06, 2021 & July 20, 2021

Webb County Head Start
Local Self-Assessment Report
January 14-25, 2021

Content Area Reviewed: _____

Prepared by: Nora Rodriguez - Sp. Ser. Asst _____

Instrument: FY 2021 Head Start Monitoring Protocols - Focus 2

SECTION I: BACKGROUND

The following people were interviewed:

Diana Garcia Asm _____

Gloria Coronado - Asm _____

Miriam Vasquez - Teacher _____

The following centers were monitored:

Jc martin _____

Larga Vista _____

Little Folks _____

The following reports, documents, instruments, etc. were reviewed:

Jc martin
daily
Child Plus - events,
Sanitation Solution Log
Tooth brush chart
First Aid Kit chart
Playground inspection checklist
Sanitation of mats Log
monthly Scheduled Drills

Safety Practices: center follows safety practices. Logs are being implemented on daily basis when ^{staff} present
Supervision @ all times being followed.
Logs that are documented are: Fire Extn, Fire drills, carbon monoxide, smoke detector & flash lights

Little Folks: Tooth Brush chart
First Aid Kit chart
Sanitation of mats: not implemented "no children"

SECTION II: SUMMARY

Continued: when equipment or material broken it is removed
if work order needs to be done. Done & sent to maintenance.
As Per child Abuse reporting Procedures are in place. Posters &
f-800's #'s are posted in ASM's offices, classrooms & by telephones.
Documentation done to do reporting in cases that need to be reported

SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE

Performance Standard: 1302.47(b)(1)(ix)

Potential Non-Compliance: None @ this time

Recommendation: _____

Melva Garza Reglvar HS

1. GOLD helps us to also look at each child as a whole. I really like the reports. It makes it easy to show where the child is and where we want to see them by the end of year. GOLD is very easy to use and doesn't take a ton of time. As teachers we use data to individualize learning experience to improve outcomes for all the children. Teachers make accommodations to support a child's individual strengths and needs. Understand each child's needs based on developmentally appropriate milestones and all children benefit when their teachers pay attention to their individual strengths and needs. Using individualization is very important because we know that all the children don't learn at the same time. Take all styles of learning (auditory, visual, and kinesthetic) into account by offering learning opportunities in each style. Consider whether you tend to provide learning experiences primarily in your own preferred learning style. The outcomes creates an instantaneous and ongoing feedback loop of information to individualize learning and empower teachers to capture observations in the moment. Every child has an individual child report based on what we plan for each child.

2. This document gives answers to common questions about implementing a curriculum with fidelity. Curriculum fidelity refers to how closely programs apply curriculum content and processes as they are designed. It is critical that curriculum interactions and activities result in positive child outcomes and achieve school readiness goals. Education assistants use this document to support teachers implement their curriculum with fidelity while being responsive to the strengths, needs, interests, and cultural and linguistic backgrounds of children and families. Fidelity may be assessed using observational checklists, rating scales, surveys, or interview questions.

3. The Head Start program must implement a research-based, coordinated coaching strategy for education staff that helps assess all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching. The coaching includes opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals. Teachers receive other forms of research-based professional development aligned with program performance goals. It aligns with the program's school readiness goals, curricula, and other approaches to professional development.

4. Mental health consultants support teaching practices through virtual training for teachers and parents. Consultants address teacher and individual child needs. For example, my class will be observed in the month of February to observe my children through google class. She will talk to the teacher if there are any concerns and give recommendations to me if I need any support to teach my children when during my virtual google meet.

5. Teachers have the appropriate qualifications by attending training on The Creative Curriculum Cloud and GOLD to support our planning and Family Partnerships. We also had professional development for The Creative Curriculum. These courses are designed to help us teachers at all levels implement The Creative Curriculum effectively in our classroom.

LSA report

As per interviews, Family Service Workers mentioned above, were able to demonstrate that the program maintains files with an eligibility record that includes: income eligibility and for pregnant women doctors note confirming pregnancy and CCP and EHS center base documents that parents are working and/or attending classes. FSWs presented their training log where they had their ERSEA annual training. Family Service Workers were able to explain and demonstrate that interviews were done via phone interviews due to covid 19 and it is documented in the forms Child Plus Eligibility Verification and Income Eligibility Verification form. FSW were able to explain the forms they use for eligibility and show them to interviewers. Forms are uploaded in Child Plus under enrollment tab. FSWs explained how they calculate annual income based on documents send by parent, whether preceding 12 months (notarized letters, self-declaration with third party authorization, check stubs, parent letters, unemployment), previous calendar year (W2 and Income Tax 1040 or 1099), or current situation (any situation that generates a significant change in income, non-monetary support,) Foster, TANF or SSI, families. FSWs stated that they do verified with third party about employment information and with family members or whoever helps family when using a non-monetary support letter or homeless. FSWs were able to explain the process for over income and demonstrate documentation. FSW's were able to explain formal and informal kinship eligibility. At this time the agency does not have a homeless register in any of the centers.

Family Services Workers were able to demonstrate how family falls into the different eligibility categories: income eligible, foster, over income, homeless, public assistance: SSI or TANF depending on the documents parent provides. FSWs stated 10% of children may be above income but that category is used for children who are diagnosed by LEA with a disability and receiving services with local ISD's and/or children who attend ISD's that partner with HeadStart and those centers have no other class to be refer to. As of today, agency has not use the 100% to 135% of poverty category. Families who were ineligible were refer to child care services and other ISD's classes if available. FSW were knowledgeable of percentages of applicants who are o the waiting or accepted lists using the dashboard percentage tables. FSW's share the ERSEA policies and procedures and ERSEA plan.

Ms Ruiz, disability coordinator, was interviewed and share child plus report 3501 where states the count of children with disabilities. As of today the count is 102. Due to covid 19 pandemic, the 10% of funded enrollment has not been met. Ms Ruiz stated if 10% is not met she needs to write a waiver. Ms Ruiz showed the interviewer report 3501 where she gets the overall counts by center and program wise.

FSW's uses Child Plus dashboard, report 2005 and 2210 to track vacant slots. FSW's stated they tries to fill our vacant slots within 3 days and they use the selection criteria to find out which family is next, who has the more needs. There is no vacant that are longer that 30 days. FSW's showed the interviewer the waiting list report 01 and 2005 both reports contain selection criteria points.

Fsw's send attendance weekly report CP#2301 to assistant director. Assistant Director reports monthly attendance to Office of Head Start via Head Start enterprise system. Ms Muñoz showed the interviewer the monthly reports.

Interview done on January 19, 2021

Mrs. Yvette Flores, FSW

Larga Vista Head Start / Freedom Elementary UISD

5411 Cisneros Dr.

(956) 728-1562

Mrs. Flores let me know that she gets a training on annual eligibility training before starting enrollment for the upcoming new school year. She showed me her training log where she has documented all the trainings she has up to date. I monitored a child's record on Child Plus. The child's name is Gianna Estrada who is in Larga Vista Head Start. All documents are up loaded to on Child Plus. They are the birth certificate, proof of residency, immunization card, and proof of income. I saw in child plus the Eligibility Verification, Enrollment Income Verification, and Eligibility Categorical forms which are part of the income process. Child does not have Medicaid, Food Stamps, or Wic because it's an Over Income due to child been LEA. I did see the Over Income form which has to be approved and signed by the Head Start Assistant Director Mrs. Luz Munoz; which it was. Mrs. Flores let me know that she asks parents if they receive SSI, TANF, or are Foster child which they are categorically eligible to come into the Head Start Program. She let me know that if parents are self-employed they need to fill out the Self-Employed- Required Verification Form for Head Start Services and notarized it but due to the Pandemic it can be hand written by parent and signed. Mrs. Flores uses the Eligibility Criteria to select the children to come into the head start program; which gives families points according to the income of the family. She also let me know about the LEA children which have to be registered in public school to receive speech therapy with the IEP. Once all that is done child can be enrolled in Head Start not before. Mrs. Flores told me that all Over Income children have to be approved by the Assistant Director Mrs. Luz Munoz before enrolling them in Head Start Program. She uses the dashboard or report 2005 to monitored her children that withdraw and spaces available that she might have.