

**Webb County Head Start Local Assessment Team Members  
2022 - 2023**

<b>LSA Monitoring October 4- 12, 2022</b>		
<b>Content Area</b>	<b>Monitor</b>	<b>Key Indicators</b>
<b>Program Design</b>	(staff) Linda Payle, Parent Eng Coordinator	<b>F2: Program Management &amp; Quality Improvement</b>
	(PC) Alejandro Navarro, PC Chairperson	
	(PC) Rosario Rocha, PC Comm Rep	
	(Administrator) Aliza Oliveros, HS Director	
<b>Education &amp; Child Development Services</b>	(staff) Diana Garcia , ASM	<b>F2: Monitoring and Implementing Quality Education Child Development Services</b>
	(staff) Rosa Treviño, ASM	
	(staff) Yvette Flores, Sp. Serv. Asst.	
	(staff) Belinda Magaña, Ed. Coord. Asst.	
	(staff) Karina Lujan, Ed. Coord. Asst.	
	(staff) Mariza Mendoza, Ed. Coord. Asst.	
	(parent) Cristina Hernandez, Alma Pierce	
<b>Health Program Services</b>	(staff) Pat Vela, Specialized Srv. Dirc	<b>F2: Monitoring and Implementing Quality Health Services</b>
	(staff) Nora Rodriguez, Specialized Srv. Dirc.	
	(staff) Veronica Rangel, ASM	
	(staff) Francis Gonzalez, Ed Coord. Assist.	
	(parent) Carolina Reyes, A Dovalina	
	(parent) Jessica Pedraza, Roosevelt	
<b>Family and Community Engagement</b>	(Consultant) Areli Duarte, Consultant	<b>F2: Monitoring and Implementing Quality Family and Community Engagement Services</b>
	(staff) M. C. Jalomo, FCP Coordinator	
	(staff) Luz Munoz, Asst. Director	
<b>Fiscal Infrastructure</b>	(staff) Linda Payle, Parent Eng Coordinator	<b>F2: Monitoring and Implementing Fiscal Infrastructure</b>
	(PC) Alejandro Navarro, PC Chairperson	
	(PC) Martha Hernandez, PC Comm Rep	
	(Administrator) Aliza Oliveros, HS Director	
<b>ERSEA</b>	(Consultant) Areli Duarte, Consultant	<b>Monitoring ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance</b>
	(staff) M. C. Jalomo, FCP Coordinator	
	(staff) Luz Munoz, Asst. Director	
<b>CLASS Field Guide</b>	(Consultant) Sandra Morales, EC Consultant	<b>CLASS: Classroom Observations</b>
	(staff) CLASS Reliable Observers	

**Webb County Head Start Local Self-Assessment**  
**October 4 - 12, 2022**  
**Schedule of Activities**

<b>DATE</b>	<b>TIME</b>	<b>ACTIVITY</b>	<b>PLACE</b>	<b>RESPONSIBLE PERSONS</b>
October 4	To Be Decided by Content Area Coordinator	Local Assessment Overview / Training Coordinators meet with team members to train, discuss, and assign protocol questions.	To Be Announced by Protocol Content Area Coordinator	All Team Members
October 4-14	8:00 a.m. - 4:00 p.m.	Classroom Observations and Interviews	Center Level / Administration & Coordinators' Offices	All Team Members
October 14	To Be Decided by Content Area Coordinator	Team members meet to finalize report.	To Be Announced by Protocol Content Area Coordinator	All Team Members
October 18	8:00 a.m. - 4:00 p.m.	Turn in reports to Ms Zavala	Jorge De la Garza Office	Content Area Coordinator
October 19	11:30 – 1:30	Administration , Management & Staff will discuss and develop Program Improvement Plan	TBA	Administration & Management, Staff
October 2022	10:00 a.m.	Report Results to the Policy Council	TBA	Parent Committee and Administration
November 2022	9:00 a.m.	Report Results to the Commissioner's Court	1000 Houston Street	HS / EHS Director

- ❖ Only Head Start Staff and Consultants may review children's folders.
- ❖ Head Start Parents may review their own child's folder.
- ❖ Team members must monitor a minimum of three centers – one per day.
- ❖ Please make appointments with staff for interviews. Many times, we have to leave the office, and we want to make ourselves available to answer questions. All written documentation (notes, report, etc.) will be submitted to Ms Zavala.
- ❖ Head Start staff needs to notify, via-email, Ms Cobos if leaving your assigned center to monitor.

**Webb County Head Start  
Local Self-Assessment Report  
October 12, 2022**

**Content Area Reviewed:** Program Governance - Policy Council

**Prepared by:** Linda M. Payle  
Alejandro Navarro

**Instrument:** FY 2023 Head Start Monitoring Protocols - Focus 2

**SECTION I: BACKGROUND**

**The following people were interviewed:**

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|---|---|
| <u>Rosa Trevino Area Servcie Manager</u>      | <u>Anita Medellin Teacher</u>             |
| <u>Teresita Ramirez Family Service Worker</u> | <u>Cynthia Estrada Teacher Assistant</u>  |
| <u>Lourdes Lozano Area Service Manager</u>    | <u>Isabel Campos Area Service Manager</u> |
| <u>Elia Rocha - Policy Council Member</u>     | <u>Janie Ramos Area Service Manager</u>   |
| <u>Margie Gonzalez Accounts Payable</u>       |   |

**The following centers were monitored:**

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|---|--|
| <u>Little Palominos Head Start Center</u> | <u>Sierra Vista, Prada Head Start</u>  |
| <u>Floyd Head Start Center</u>            | <u>Annex Office - Accounts Payable</u> |
| <u>Larga Vista Head Start Center</u>      |  |
|   |  |

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

- Policy Council Meeting Agenda - Director's Report, Governing Body (Webb County Commissioner's Court) Agenda Items, Financial Report, By-laws. Performance Standards and How to conduct a Training. Budget input form

**SECTION II: SUMMARY**

Management System demonstrated support of professional development and continuous program quality improvement from the gathered information and staff interviews

Policy Council Representatives, Governing Body and Program Governance Administration Comply with all mandated requirements.

There are no non-compliances within our assessment at the centers and interviews.

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**SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE**

**Performance Standard:** \_\_\_\_\_

**Potential Non-Compliance:** \_\_\_\_\_

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**Recommendation:** \_\_\_\_\_

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Webb County Head Start  
Local Self-Assessment Report  
October 5- October 13, 2022

**Content Area Reviewed:** Monitoring and Implementing Quality Education and Child Development Services

**Prepared by:** Rosa Treviño, ASM- Little Palominos & EHS Little Palominos  
Karina M. Lujan, Education Coordinator Assistant  
Diana Garcia, ASM-Little Folks & JCMartin  
Mariza Mendoza, Education Coordinator Assistant  
Yvette Flores, Specialized Services Assistant  
Belinda A. Magaña, Education Coordinator Assistant  
Cristina Hernandez-Parent- Alma Pierce Elementary  
Gloria Flores, Education Coordinator

**Instrument: FY 2023 Head Start Monitoring Protocol – Focus Area 2**

**SECTION I: BACKGROUND**

**The following people were interviewed:**

Gloria P. Gonzalez	Teacher	Sierra Vista Head Start
Adriana Ortiz	Teacher	Sierra Vista Head Start
Laura Aguilar	Teacher	Sierra Vista Head Start
Ruth Martinez	EHS Teacher	EHS Sierra Vista Head Start
Elisa Dominguez	EHS Teacher	EHS Sierra Vista Head Start
Jessica Sanchez	EHS Teacher	EHS Sierra Vista Head Start
Jessica Jacobson	EHS Teacher	EHS Sierra Vista Head Start
Araceli Perez	Teacher	Little Palominos Head Start
Susan Gonzalez	Teacher	Little Palominos Head Start
Leann Rivera	EHS Teacher	EHS Little Palominos
Melissa Pedraza	EHS Teacher	EHS Little Palominos
Johana Trejo	EHS Teacher	EHS Little Palominos
Sandra Vera	EHS Teacher	EHS Little Palominos
Mariana Paez	Teacher Assistant	LISD-JC Martin
Vanessa Hernandez	Teacher	JC Martin Elementary
Monica Treviño	Teacher Assistant	LISD-JC Martin
Teresa Vielma	Teacher	JCMartin Elementary
Sara Gonzalez	Teacher	Finley Head Start
Socorro De La Garza	Teacher Assistant	Finley Head Start
Patricia Guardiola	ASM	Finley Head Start & UISD Finley Elementary
Yvonne Parks	Teacher	Finley Head Start
Adriana Flores	Teacher Assistant	Finley Head Start
Alma Núñez	Teacher Assistant	UISD Finley
Soraida Mohamed	Teacher Assistant	UISD Finley

Leslie Martinez	Teacher	Finley Elementary
April Gomez	Teacher	Finley Elementary
Miriam Vasquez	Teacher	Little Folks Head Start
Pricila Johnson	Teacher	Roosevelt Head Start
Mariza Lopez	Teacher	Alma Pierce Elementary
Patricia Garcia	Teacher	CCP- The Education Center
Cordelia Cantu	Teacher	Prada Elementary
Leslie Esquivel	Teacher	CCP-The Education Center
Sara San Miguel	Teacher	CCP-The Education Center
Crystal Ornelas	Teacher	CCP-The Education Center
Valeria Elizondo	Teacher Assistant	UISD- Cuellar
Vanessa Garza	Teacher Assistant	UISD-Cuellar
Cynthia Orozco	Teacher Assistant	UISD Arndt
Georgina Rodriguez	Teacher	Prada Head Start
Eliza Aranda	Teacher	Prada Head Start
Sandra Peña	ASM	LISD Zachry
Beatriz Morales	Teacher Assistant	LISD Zachry
Leonor Ortiz	Teacher Assistant	LISD Zachry
Laura Higgins	Teacher Assistant	LISD Zachry
Cordelia Cuellar	UISD PK Instructional Coordinator	UISD Elementary Campuses

**The following centers were monitored:**

Sierra Vista Head Start  
EHS Sierra Vista Head Start  
Little Palominos Head Start  
EHS Little Palominos Head Start  
LISD JCMartin Elementary  
Finley Head Start  
UISD Finley Elementary  
Little Folks Head Start  
Roosevelt Head Start  
LISD Alma Pierce Elementary  
CCP- The Education Center  
UISD Prada Elementary  
UISD Henry Cuellar Elementary  
UISD Arndt Elementary  
Prada Head Start  
LISD Zachry Head Start

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

My Teaching Strategies- Preschool- Teacher Fidelity Checklist  
My Teaching Strategies- Training Certificate  
My Teaching Strategies-Infants, Toddlers, and Twos- Teacher Fidelity Tool Checklist  
Scholastic PreK on My Way- Fidelity Tool

SAVVAS Three Cheers for PreK-Fidelity Tool  
Social Emotional- Early Childhood Outcomes and Prekindergarten Guidelines Alignment  
Excerpt of LISD Staff Notations  
BOY LAS scores  
Behavior Report  
Parent Teacher Conference  
Daily Schedules  
Small group planning  
FALL Head Start School Readiness Goals  
HSELO Framework  
Individualization Notations  
Children's IEPs

## **SECTION II: SUMMARY**

### **Alignment with School Readiness**

#### **PM 1: School readiness efforts align with the expectations of receiving schools, the Head Start Early Learning Outcomes**

**Webb County Head Start school readiness efforts align with and establish goals that are measurable objectives and aligned to the HSELOF (Head Start Early Learning Outcomes Framework) from birth to 5 years of age.** Goals must include strategic long term goals that ensure the program remains responsive to the community's needs. Goals for the provision of education, health, nutrition, as well as family and community engagement to promote the school readiness of all children. Teachers at Finley Head Start as per the interviews conducted use the school readiness goals that are aggregated and analyzed at every checkpoint to individualize on the children's knowledge and skills. Teacher Assistants at JCMartin Elementary use the HSELOF along with the Early Child Outcomes and Pre-Kindergarten Guidelines to plan for all five domains based on the children's assessments and individualized needs. Each program focuses on the basic needs of each child, to teach and prepare students for academic success at public school.

Transition activities takes place during the of month of April and May where the parents of Head Start children are given the opportunity to tour the child's school and participate in set academic, nutrition, social and extracurricular activities. Communication among Head Start, the district, and the parents makes for a successful transition into Kindergarten.

Teacher Parent Conferences open the lines of communication for parents to focus and acknowledge the children's progress and learn about the expectations of public schools. The partnerships with both Laredo Independent School District and United Independent School District have created a dynamic partnership between all programs. Children from home base to center level are being prepared and focused on their individualized needs, strengths, and accomplishments for a successful transition into Kindergarten.

Transitions occur throughout the year at different EHS settings: Home base, child care partnerships, and early head start classrooms. Successful transitions are planned and implemented for the Head Start children and their families when exiting an EHS/CCP/ Home base program by providing at least 6 months prior to the child's 3<sup>rd</sup> birthday. The child's developmental level, health, and any disability

status are also considered while transitioning into Head Start. Communication with families in regards to the child's academic and health education is the key for each child's academic success.

Head Start Teachers use researched based curricula: Creative Curriculum for Preschool and Creative Curriculum for Infants, Toddlers and Twos. Laredo Independent School District has a new curriculum- Pre-K On My Way. United Independent School District also has a new curriculum- Three Cheers for Pre- K. Both adopted 2021-2022. The implementation of all curricula's' fidelity tools has strengthened the teachers' knowledge of the curriculum in regards to the success of the child. The children at a Head Start center based classrooms are being assessed with My Teaching Strategies that adds developmental experiences into the children's daily lives and help them develop and integrate self-control and self-regulation, express emotions appropriately, and demonstrate their continuous progress.

Head Start children partnering with the public schools use CLI Engage CIRCLE Progress Monitoring System (PreK) which is a technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill. Both assessments are inclusive to the Head Start Early Learning Outcomes Framework domains and are administered at three times a year: Fall, Winter, and Spring.

Data gathered at the Head Start classrooms, is used to plan, prepare, and support children entering the public school. My Teaching Strategies assessment is developed to shape the child's academic growth and expectations of the public school. The assessment is aligned hand in hand with the HSELOF and the Texas Prekindergarten. Teaching Strategies Creative Curriculum assesses which indicator of an objective best describes the child's knowledge, skills and behaviors. At the beginning of the year, the teacher is involved in a continual observation of all children. Teacher observes the child's knowledge, skills, and behaviors to record the observations. Building trust and a positive relationship in which teachers can plan experiences that allow the child to grow. Using the information gained during the observation the teacher responds to each child and scaffold his/her learning appropriately. Knowing what each child can do in relation to the objectives for development and learning helps a teacher decide how much support an individual child needs. Teachers use this knowledge to help plan the individual goals. By consistently analyzing and evaluating their observation notes and portfolio samples, teachers are able to determine each child's level of development in relation to each objective.

The data gathered from CLI Engage CIRCLE Progress Monitoring System (PreK) at the public school is used to monitor individual progress of all child with CLI comprehensive, integrated resources that connects professional development to classroom implementation and highly targeted data collection and planning. CLI Circle Progress Monitoring uses measures aligned to HSELOF. Additional researched based Prek Activity Collections for individual child, child progress monitoring, teacher observations, and goal setting are also aligned to Head Start Early Learning Outcomes Framework, and the State Early Learning Standards. During an open window of time between assessments, teachers use their Staff Notations (anecdotal) and Family Conference Form to individualize and plan activities for each child. These resources will support the teacher to provide a well plan individualize instruction guide to support the school readiness goals for each child.

The expectations of Kindergarten readiness assessment in regards to the receiving schools starts with TEA. Mrs. Cordelia Cuellar, UISD PreK Instructional Coordinator, stated Texas Education Agency sets forth the kindergarten readiness assessment of the receiving schools. Children are assessed with CLI-Circle Progress Monitoring (an approved Commissioner's List of PK assessment instruments). This assessment is conducted three times a year: Wave 1, Wave 2, Wave 3. The five developmental domains



that are tested include Health and Wellness, Language and Communication, Emergent literacy-Reading, Emergent Literacy-Writing, and Mathematics.

In regards to obtaining kindergarten entry assessments data on Head Start children entering the receiving schools, Mrs. Cuellar goes on to mention that data is obtained when children enter Kindergarten. This assessment is given to all entering Kindergarten children. Kindergarten children are assessed with mCLASS by Amplify Assessment at the beginning of the school year.

## **Effective and Intentional Teaching Practices**

### **PM 2: Teaching practices intentionally promote progress toward school readiness and provide high-quality learning experiences for children.**

Organized activities, schedules, lesson plans, and learning experiences are responsive to the children's individual developmental patterns and progressions. Miriam Vasquez, teacher at Little Folks Head Start mentioned that organized activities provide structured setting and individual growth and prepares students on their daily routine schedule. Patricia Garcia from CCP The Education Center also mentioned that learning experiences based on the children's interests and developmental age based on the Early Learning Outcomes Framework domains.

Teachers individualize experiences, instruction strategies, and services to support children, based on the ongoing child-level assessment data. Since the data is analyzed three times a year for Head Start and four times a year for EHS/CCP, teachers have a broad spectrum of the assessment of the children as whole group. In order to plan individually, teachers at Head Start, can generate an individual child profile to plan for each child's academic needs. Teachers at the district, can also generate an individual child summary report from CLI Engage-CIRCLE Progress Monitoring and plan for each child's needs

Teachers create a nurturing and responsive learning environment for children by implementing various activities such as mental health goal scenarios, use of books rich in language (both English and Spanish books), multicultural dolls, role playing with the children and allowing for problem solving among peers as per Mrs. Miriam Vasquez. Ms. Pricila Johnson mentioned that a positive environment is created by getting to know the child's individuality and plan accordingly to their needs and interests. She provides areas of age appropriate manipulatives to promote critical thinking. Encouragement of conversations in English and Spanish and open-ended questions is constantly heard in her classroom

Teachers encourage child-teacher actions throughout the day by allowing children to initiate conversation and build-up vocabulary and word use. Mrs. Vasquez goes on to mention that meal times and independent play are essential to strengthen child-teacher interactions and establish self-skills, respect, and independence of each child towards peers and teachers.

Education staff facilitate and supervise children throughout the day. Patricia Garcia mentioned, when a concern arises, ASM is notified of concern and if need be, she will initiate a referral. Once referrals have been made, Special Services will proceed by inform parents and have communication with an evaluation. If a child is identified with a special need, an Individualized Educational Plan is individualized for the child. Teachers then plan accordingly to the child's needs of instruction.

Teachers promote successful transitions for children entering Kindergarten by implementing the School Readiness Goals which are aligned to the Early Learning Outcomes and Prekindergarten Guidelines. Adaptation of self-awareness and fine motor skills promotes healthy transition into Kindergarten. As

mentioned prior, the visitation into the public school, helps the children visualize their transition into public school.

Teachers are supported in providing effective classroom management and positive learning environments by implementing daily schedules, lesson plans, floor plans, classroom management tools, such as classroom rules, equity sticks, helper's charts, etc. Araceli Perez mentioned that learning about each child's needs and knowledge helps create a more effective and positive classroom environment.

### **Supporting Teachers in Promoting School Readiness**

#### **PM 3: The grant recipient ensures teachers are prepared to implement the curriculum and support children's progress toward school readiness.**

Webb County Head Start Education Content Area staff will assist education staff in individualizing learning experiences to improve outcomes for all children based data acquired during the three Head Start checkpoints. Each checkpoint aggregates and analyzes data based on the children's outcomes. The data represents the children mastery of HSELOF domains and helps teachers plan, create, and implement the school readiness goals toward each child's academic development

Education staff is supported in effectively implementing curricula, monitoring curriculum implementation, and ensuring fidelity by monitoring staff using the curricula's fidelity tools. Education Content Area plan year round to provide trainings, coaching assistance, and material supplies to implement and support teachers teach and plan for each child based on the fidelity of each curriculum.

Webb County Head Start program identifies strengths, areas of support, and classroom management needs by providing intensive coaching. Candidates are based on their classroom profiles of assessment: My Teaching Strategies or CLI Engage CIRCLE Progress Monitoring, the curricula fidelity tool outcomes, and/or CLASS scores.

Webb County Head Start has maintained lines of communication between families, community services and educational staff. ASM Patricia Guardiola mentioned that Ms. Guerra from Project Launch has been very supportive to staff and parents. Ms. Guerra conducts general classroom observations and provides recommendations to parents and teachers. Mrs. Isabel Campos, ASM, also mentioned that SCAN also has conducted general classroom observations at her center. The mental health consultants provide DECA strategies to implement at school and home. PILLAR is another agency that provides trainings and various strategies to support teachers, families, and children. These agencies also conduct individualized meetings with families, teachers, Education Content Area, and Specialized Services Content Area in regards to the child's individual educational plan.

Webb County Head Start has kept staff qualifications update, organized, and confidential. Mrs. Guardiola mentioned that as ASMs, all kept a licensing binders with all staff's credentials. ASMs have copies of teachers' degrees, college transcripts, professional development plans update yearly.

### **Home Based Program Services**

#### **PM 4: The grant recipient ensures home-based program services provide home visits and group socialization activities that provide high-quality experiences.**

Home visitors use Parents as Teachers curriculum to establish an initial visit with families. Home visitors work very closely with families to verify the family's home language, learn about any known disabilities, services the family might need, and focus on parent's input of what their child should be developmentally doing. Home visitors then sit with parents for 90 minutes and educate parents to teach their child. Instruction is provided with the family's home language. These 90 minute visits are conducted weekly. During home visits, home visitors take an individualized lesson plan to facilitate the parents' engagement with the children and learning materials. The teachers provide guidance and feedback on how to stimulate a learning environment for the children.

At home visit lessons, teachers provide parents with activities to conduct and complete assignments. Teachers work with HSELF objectives during the lessons provided. Home visitors provide parents with instruction based on the child's developmental stage. If child has a delay, teachers work ECI to help the family and child reach his/her potential. Socializations, which take place twice a month for about 2 hours, help the family and teachers promote the child's developmental potential.

After the lessons, teachers discuss the reflection of the activities to help parents promote the child's developmental age. Once parents and teachers conclude lessons, teachers verify the next week's visit. Webb County Head Start Home Visitors take great pride in working with families during Socialization days. Families are welcomed and discuss topics as a whole group. Parents enjoy the "show and tell" moments with their children.

### **SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE**

Performance Standard: 1302.32 (a)(2) Curricula

Potential Non-Compliance: Creative Curriculum for Infants, Toddlers, and Twos  
Implementation at the Education Center, CCP

Recommendation: Education Content Area Staff will provide necessary training, resources and/or material for implementation of such curriculum.  
Please refer to Program Improvement Plan.

**Webb County Head Start  
Local Self-Assessment Report  
October 12, 2022**

**Content Area Reviewed:** FS2: Monitoring & Implementing Quality Health Services

**Prepared by:** Nora Rodriguez, Francis Gonzalez Carolina Reyes - Parent  
Pat Vela, Verinica Rangel Jessica Pedraza - Parent

**Instrument:** FY 2023 Head Start Monitoring Protocols - Focus 2

**SECTION I: BACKGROUND**

**The following people were interviewed:**

<u>SV Home Vistors, Leticia Lopez TA,</u>	<u>Mrs. Ortiz -ASM, Mrs. Velsaco - ASM,</u>
<u>Leticia Zavaka, Records Managers</u>	<u>Miriam Vasques - T, Claudia Hdz - T, M. Yanez</u>
<u>Claudia Rubio- FSW, Mayra Cisneros, L. Ruiz</u>	<u>Ms. Esparza-ISD, Mrs. Guerra - ISD, S. Cuellar -TA</u>
<u>Mrs. Benavides-T, Mrs. Valle - T,Mrs. Martinez</u>	<u>April Gomez-ISD, Leslie Mtz-ISD</u>
<u>Mrs. Garcia, Mrs. Zarate, Mrs. Guardiola - ASM</u>	<u>S. Mohamed-TA</u>

**The following centers were monitored:**

<u>Sierra Vista, Centeno, Perez, Finley HS</u>	<u>_____</u>
<u>Sanchez Ochoa, Heights, L. Folks, Veterans ,</u>	<u>_____</u>
<u>Finley UISD, Larga Vista, Education Ctr</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>

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

Health & safety checklist, Playground Checklist, Licensing requirements form, Child plus monitoring  
system. EHS lessons  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION II: SUMMARY**

All families are well informed during enrollment and thru out the school year on age appropriate medical and oral care. Families are notified thru notices, child plus texts and emails of any pending screenings or follow ups. Parents are asked to sign the screening result forms when giving results of any screenings done at center level. Children are well supervised at all times.

Staff attends training before first day of enrollment and thru out the school year as well. Children brush their teeth once a day. Menu is posted in all classrooms and special diets are followed at center level. Home visists are conducted to expectant mom after 2 weeks of the birth of the baby. FSW work with families with every needs thru a referral process. All classrooms follows safety practices and given first aid kits, monitor playgrounds for any needs and submit work orders as needed.

There are two staff members per class.

**SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE**

**Performance Standard:** \_\_\_\_\_

**Potential Non-Compliance:** \_\_\_\_\_

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**Recommendation:** \_\_\_\_\_

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Content Area: **Monitoring and Implementing Quality Family and Community Engagement Services**

Prepared By: **InNovo Administrators, LLC - Areli Duarte**

**Federal Regulations**

1302.34(b)	Engaging parents and family members
1302.45(6)	Mental health consultants
1202.46(6)	Family support services for health, nutrition, and mental health
1302.50	Family engagement approach
1302.51	Parent activities to promote child learning and development
1302.52	Family partnership services
1302.53	Community partnerships
1302.62(6)	Parents of children eligible for services under the Individuals with Disabilities Education Act (IDEA)
1302.71(b)	Family collaborations for transitions

**PMI: The grant recipient collaborates with families to support family well-being, parents' aspirations, and parents' life goals.**

1. The grant recipient will demonstrate how the program supports family goal setting and tracks family strengths, needs, and progress toward goals. 1302.52(c)(3)

**Observation:** Program currently tracks Family Goals via the Family Partnership Agreement (Family Goal) form and Family Outcomes Assessment worksheet report three (3) times per year (Preliminary, Mid -Year, and End of the Year) which are attached in the Family Services>Attachment Tab of Child Plus.

After running Report 4220 - Family Outcomes - Assessment Completion Status for the Current 2022-2023 Program Term Year the Assessment and Family Goals are in-progress.

Report **4111** - Family Services Events and Actions (Grid) show EHS with a total of 33 Family Goals. HS with a total of 347 Family Goals, and CCP with a total of 40 Family Goals.

**Recommendation:** Transition all FSWs staff to complete direct Data Entry processes when completing the Family Assessments and Family Goals. This will improve the monitoring of Family Assessments across the program. Transitioning will also allow save time in scanning and uploading the documents to use that time to analyze the data based on the responses from the Family to support S.M.A.R.T. goals based on Family Assessment data.

Report 4240 - Family Outcomes - Analysis will allow FSWs to focus on the highest needs of each family to support them in the Goal setting process

2. The grant recipient will demonstrate how the program provides resources that support family well-being, either within the program or through community partnerships.

a. **Does the grant recipient provide economic mobility resources to help families with pathways out of poverty (including educational, vocational, and employment opportunities; budgeting; debt counseling; tax credits; savings accounts; etc.)? 1302.50(b)(3)**

**Observation:** Program documents referrals via various events (Family Goals, Need-Identified, Referrals, Emergency/Crisis) as part of Family Services Module and uploads the Outer-Agency Referral form to the Attachment tab with supporting documentation of the Received Service.

**Recommendation:** Transition the Inter-Agency Referral and Outer-Agency Referral form to a ChildPlus process to improve the data collection processes and account for each Referral Follow-up.

b. **Does the grant recipient provide health and mental health resources (Including health insurance or referrals for parental depression misuse, etc.)? 1302.45(b)(5)**

**Observation:** Per a conversation; with Specialized Services, Health Mental Health resources are documented as part of the Child paper file.

Program provides to all families a Community Resource booklet at the time of Enrollment.  
FSW refers families for Counseling as needed/ requested by parent to an Agency of their choice, and families are also encouraged to participate in a Domestic Violence Conference that is conducted every year. Referrals are also done to families that might be having issues of Domestic Violence.

**Recommendation:** Evaluate the current processes to transition Health and Mental Health resources to a Child Plus process.

c. **Does the grant recipient provide resources and support for families experiencing Homelessness? 1302-53(a)(2)(vi)**

**Observation:** Program has 4 families experiencing homelessness.

FSWs provide a Community resource book for families experiencing homelessness, FSW also refers families on any area of need they might have for example; clothes, food, shelter etc.....

**Recommendation:** Transition Outer-Agency Referral form to a ChildPlus process to facilitate the tracking of data and allow the program to anticipate the needs of the families we serve. Use Report 2132 – Participant Attachment Listing.

**PM2: The grant recipient provides services that strengthen parent-child relationships and support parents in strengthening parenting skills.**

- I. The grant recipient will describe its family engagement strategies and how they are designed to foster parental confidence, including opportunities to connect with other parents. 1302.51(a)

**Observation:** Abriendo Puertas/Opening Doors Sessions are offered to all parents as an opportunity to socialize while applying skills learned from the Abriendo Puertas/Opening Doors curriculum.

**Recommendation:** Transition from individual event entries to one event tracking all sessions. This will facilitate the tracking of parent participation as part of the Abriendo Puertas/Opening Doors curriculum.

Additional Tools to facilitate monitoring:

- To-Do List: A **2.5 Abriendo Puertas To-Do** List was created to track all the scheduled sessions for parent participation.
- Report 4111 Family Services Events and Actions

2. The grant recipient will describe how the program offers parents the opportunity to practice parenting skills, build on their knowledge, and participate in a parenting curriculum. 1302.51(b)

**Observation:** Parents who have attended the Abriendo Puertas curriculum the prior year are encouraged to assist during the sessions to support other parents who may be new to the program. The program also tracks success stories from parents who have completed the Abriendo Puertas curriculum, which shows how parents have strengthened their parental skills through support from the program.



## Family Engagement in Education and Child Development Services

**PM3: The grant recipient's education and child development services recognize parents' roles as children's lifelong educators and encourage parents to engage in their child's education.**

- 1. The grant recipient will describe how the program helps parent support the learning and development of their children. 1302.50(b)(1)**

Head Start teachers share the progress of the child daily or weekly informally. In addition, by providing two teacher parent conferences and two home visits. Teachers share activities to help children meet and reach their goals. Teacher also conduct LAP-D and DECA at the start of the school year to know the status and level of each child's learning and development. If a child LAP-D or DECA results with concerns, teacher provide strategies that parents can implement at home and in the classroom. If there is a need for further evaluation, it is done so with parental consent. Specialized Services will be taking the referrals done by the Area Service Manager.

The Education Content Area staff also share the Education outcomes for the three or four check points/WAVES teachers conduct throughout the year; Fall, Winter and Spring, Early Head Start, including Home Base and the Child Care Partnership, the Education Center will conduct 4 checkpoints. These reports show the stronger vs the weaker domains. Teachers provide individual child outcomes so the parents can also see that domains they can focus on with their child. Strategies are provided.

- 2. The grant recipient will describe how the program shares information with parents about their child's development and the types of information the grant recipient gathers from parents about their child's development. 1302.34(b)(2)**

Head Start shares information with parents in several different ways. During the "1<sup>st</sup> Teacher/Parent Conference", teachers are able to share the results from the cognitive, developmental, and behavioral screeners that are done at the beginning of the school year (ASQ-3 developmental screener for infants & toddlers, ASQ: S/E social-emotional screener for infants and toddlers, LAP-D developmental screener & DECA, Social/Emotional Screener for preschoolers), while also sharing the progress in their education and developmental progress in the classroom

For the "home visits", teachers generate reports that are available in My Teaching Strategies or CIRCLE, Progress Monitoring and share these with the parents. These reports reflect the progress that the child has had thus far in the classroom, and shows the objectives and levels for each child. Parents are also given a "Family Conference form" report which explains what the teacher will be working with the child in the classroom, and how the parent can help at home, too.

Some of the children's families may also provide their e-mail to the teacher so they can be added to My Teaching Strategies, and they can see how their child is doing or what they are working on in the classroom. The information that our program gathers from parents is done either by phone or in person. Parents are able to share information about their child's development by completing a screener at the beginning of the school year (Parent's DECA or ASQs), or by sending pictures/ videos with information to the teacher. Teacher will do so electronically when sending information to the parents.

The following is a summary of the Curricula & Assessment implemented by programs:

Program	Curriculum	Child Assessment
Head Start	Creative Curriculum	My Teaching Strategies (formerly GOLD)
HS Inclusion LISD (3's & 4's)	Pre-K on My Way (Scholastic)	*CIRCLE Progress Monitoring
HS Inclusion UISD (4's)	Three Cheers for Pre-K (SAVVA)	*CIRCLE Progress Monitoring
EHS/CCP	Creative Curriculum for I, T, & Two's	My Teaching Strategies (formerly GOLD)
EHS-HB	Parents As Teachers (PAT)	My Teaching Strategies (formerly GOLD)

\*Center for Improving the Readiness of Children for Learning & Education (CIRCLE)

Note: All Curricula & Assessments are aligned with the Head Start Early Learning Outcomes (HSELOF)

**3. The grant recipient will describe how the program supports families in their transition into and out of the Head Start program. 1302.71 (b)(2)**

Webb County Head Start supports our families in their transition by offering age appropriate services for their children, sharing progress in the classrooms; including on-going communication with the teaching staff and involvement in their child's education. During the Fall and Transition Conferences, parents are informed of their parental rights and responsibilities with their child's education and services offered in the public schools; including services to children with disabilities.

In the CCP/EHS program the transition begins 6 months prior to student turning 3 years of age. The Family Service Workers are responsible to schedule 1 visit in the upcoming classroom if / when is availability of an open slot. If the parent is in agreement, the parent and the student will attend the scheduled visit for 30 to 45 minutes. This transition process is also explained to the parents who transfer to the school district and parent also signs 2 Authorization for Release of information for the Development and Learning Report and for the Health Record Summary. Our staff is responsible to explain to parents the students' progress through a transition conference. Once the parent is in agreement the parent will sign the transition form and the form will be kept for future reference in ChildPlus.

**4. The grant recipient will describe how the program prepares parents to advocate for their child. 13020.71 (b)(1)**

Webb County Head Start provides to the parents a variety of the services that are offered throughout the community. Our program focuses on the quality of education, and it begins with servicing children and children with special needs and providing them the appropriate services to better assist their needs. We encourage parents to attend to their doctors' appointments and follow up with any of their children's needs. Also, being up to date in the vaccination's is highly important. If further recommendations are needed, staff provide referrals to the community agencies or special consultants in our community. Mental Health consultants are also hired by our program to make observations in our classrooms. Recommendations are given to teachers and coordinators to better assist the children's needs. Then the staff is responsible to collaborate with consultants to better meet our students school readiness goals.

**5. The grant recipient will describe how the program supports parents of children with disabilities. 1302.62 (b)**

Our program provides supports to parents of children with disabilities. Teachers work with the Individual Educational Plan, IEP, provided by the Local Education Agencies, LEAs. Teaching staff implement learning strategies and objectives provided by the school personnel during the initial meeting for special services from the neighborhood school. The parents and child's teacher is invited to these meetings.

In addition, parents and teachers are offered services with other agencies in the community.

**6. The grant recipient will describe how the program supports parents in promoting the social and emotional development of their child. 1302.46 (b)(1)**

During enrollment Family Service Workers, FSWs provide the ASQ-SE for infants and toddlers and the DECA Screener for preschoolers, 3-5 year olds. If child scores with any areas of concern, the FSW, ASM, or Sp. Services staff are able to provide strategies to implement at home. If parents agree, they are referred to an agency in the community to provide any type of therapy/counseling needs.

Teachers also do a 2<sup>nd</sup> DECA after 4 weeks of observation and same procedures is followed. If concerns persist, an authorization for a Mental Health Individual Observation is obtained from the parent.

Content Area: **ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance**

Prepared By: **InNovo Administrators, LLC -Areli Duarte**

Who was interviewed: **Luz Munoz, Assistant Director, and Maria C. Jalomo, Family and Community Engagement Coordinator**

**Federal Regulations**

1302.12(c-e) and (k-m)	Determining, verifying, and documenting eligibility
1302.14(b)	Children eligible for services under IDEA
1302.1S(a)	Enrollment

**PMI: The grant recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.**

<p>1. The grant recipient will demonstrate how the program maintains files with an eligibility record that includes:</p>	
<ul style="list-style-type: none"> <li>The child's or expectant mother's eligibility category</li> </ul>	<p><b>Observation:</b> Based on the 2022-2023 Eligibility Criteria selection, Pregnant Mothers and Child Participants are assigned points based on Points Assigned by Income (including Categorically Eligible criteria), Class Age, and Other Eligibility criteria factors.</p>
<ul style="list-style-type: none"> <li>Documentation that staff completed an in-person or phone interview with the family,</li> </ul>	<p><b>Observation:</b> Eligibility Verification and Eligibility Category form have been uploaded into the Enrollment &gt; Attachment tab for each Enrolled Participant. Completed 100% check on Data Entry for enrolled participants (Child and Pregnant Mothers) for the 2022-2023 program term.</p>
<ul style="list-style-type: none"> <li>The documents used to determine eligibility for each child or expectant mother and their authenticity. 1302.12(k)</li> </ul>	<p><b>Observation:</b> All documents collected during the Enrollment process have been scanned and uploaded under the Enrollment &gt; Attachment tab for each enrolled participant</p> <p>After running ChildPlus report 2132 -Participant Attachment Listing, it showed over 80% of currently enrolled participants (child and pregnant mothers) do not have the application</p>

	<p>attached under the Application&gt;Attachment tab. Applications are currently filed in the FWS Binder (paper) Program is in transition from paper file to electronic files.</p> <p><b>Recommendation:</b> Program is in transition from paper file to electronic files. Attach electronically signed applications to the Application Module or Scan and Upload any applications that have been signed manually.</p>
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2. The grant recipient will demonstrate how the program determines the category of eligibility for children and expectant mothers, and how staff monitor and track slot availability. This includes information about which eligibility criteria the family meets and how the program ensures compliance with over-income criteria: 1302.12(c)(1-2), (d)(1), and (e)(1)(iii) Eligibility requirements. An expectant mother or child is eligible if:

<ul style="list-style-type: none"> <li>Family income is equal to or below the poverty line</li> </ul>	<p><b>Observation:</b> Program uses a combination of Report 2025 - Enrollment Priority Listing sorted by Eligibility Points&gt; Application Date&gt; and Percent of Poverty and a Dashboard to monitor Families' income status and open slots.</p> <p>A Manual Cross Monitoring spreadsheet is being tracked by Assistant Director to ensure compliance, but any follow-up items may be delayed due to the manual process</p> <p><b>Recommendation:</b> Program to discontinue the Manual Cross Monitoring process and transition to a Paperless ChildPlus process. A custom Cross Monitoring tool has been created for program use. This tool will track and calculate an overall score to identify targeted training or potential non-compliance related to ERSEA procedures that may lead to non-compliance.</p> <p>The dashboard was updated to include a view of all 3-program types (CCP, EHS, and HS) to facilitate the monitoring process for each. Annual maintenance will be required by CP Admin to ensure that dashboard is mapped to the most current program term.</p> <p>Additional Reports to support the monitoring process: 2004 - Management Report - The eligibility Income (Grid) report will support FSWs in viewing Income data alongside Income ranges based on data entered ChildPlus.</p>
<ul style="list-style-type: none"> <li>Family or child is receiving or is eligible to receive public assistance (e.g., Supplemental Security Income and Temporary Assistance for Needy Families)</li> </ul>	
<ul style="list-style-type: none"> <li>Child/Expectant mother is experiencing homelessness</li> </ul>	
<ul style="list-style-type: none"> <li>Child is in foster care</li> </ul>	

Additional income-eligibility criteria include:

<ul style="list-style-type: none"> <li>A total of 10% of children enrolled in the program may be above the income threshold.</li> </ul>	<p><b>Observation:</b> Program uses Dashboards and report 3501 to review each Program Type individually.</p> <p><b>Recommendation:</b> The dashboard was updated to include a view of all 3 program types (CCP, EHS, and HS) to facilitate the monitoring process for each. Annual maintenance will be required by CP Admin to ensure that dashboard is mapped to the most current program term. Charts were added to allow staff to view the percentage thresholds for each Income Status type. Use Report 3502</p>
<ul style="list-style-type: none"> <li>An additional 35% of children who are not categorically eligible may be from families whose income is between 100% and 130% of poverty.</li> </ul>	

<p>3. The grant recipient will discuss and share the percentages of applicants who are over-income for Head Start services, including the following;</p>	
<ul style="list-style-type: none"> <li>Families who did not meet the categorical eligibility requirements, and the program enrolled as the 10% enrollment above the income threshold (a) above.</li> </ul>	<p><b>Observation:</b> As of 10/24/2022 Over Income percentage was identified as 5.08% and all participants were enrolled in the Head Start Program.</p>
<ul style="list-style-type: none"> <li>Families who the program enrolled as the additional 35% who were not categorically eligible but whose income was between 100% and 130% of poverty.</li> </ul>	<p><b>Observation:</b> As of 10/24/2022 the Income 100% - 130% percent was identified as 2.82 % for CCP and 2.63% for Head Start</p>
<ul style="list-style-type: none"> <li>Families whom the program did not enroll in the program at all.</li> <li>The grant recipient will describe the program's approach to supporting ineligible families who were not enrolled in the program.</li> </ul>	<p><b>Observation:</b> Program document up-dates on all Applications in a New, Waitlisted, or Drop/Wait status for the current 2022-2023 and for the prior 2021-2022 Program Term year.</p> <p><b>Recommendation:</b> Program to utilize Report #2031 Recruitment to ensure all potential families regardless of need are able to be identified.</p>
<ul style="list-style-type: none"> <li>The grant recipient will describe how the program ensures staff receive ERSEA training and comply with eligibility determination regulations, including having policies and procedures in place to describe actions taken against staff who violate these regulations. 1302.12(1-m)</li> </ul>	<p><b>Observation:</b> Annual training (required) is conducted around May of the previous Term Year to ensure FSWs are up to date on any program ERSEA procedure changes for the New Term Year Applicants</p> <p>New-Hire must complete ERSEA Training within 90 days of the hire date to verify eligibility and complete the Enrollment process.</p> <p><b>Recommendation:</b> The program is to continue the annual ERSEA Training with all staff but may include semi-annual Follow-Up</p>

	Training to address any additional questions from FSWs related to any ChildPlus updates.
<ul style="list-style-type: none"> <li>The grant recipient will describe how the program ensures all documents verify the family and expectant mother's income in addition to how the program verifies eligibility signed by staff. 1302.12(a)(ii)</li> </ul>	<p><b>Observation:</b> The program collects all income documents within 30 days of the application date. The FSWs are instructed to collect annual income documents like W2, the 1040s, check stubs, etc. Income Eligibility is not determined until such documents are produced.</p> <p>Self-Employment Letters (cash payments) documents must be notarized in order to be used as a verifiable document to support Income Eligibility Guidelines. Income must not be more than 30 days prior application date.</p>

**PM2: At least 10% of the grant recipient's total funded enrollment is filled by children eligible for services under the Individuals with Disabilities Education Act (IDEA) or the grant recipient has received a waiver.**

<p>1. The grant recipient will demonstrate that at least 10% of the program's total funded enrollment is filled by children eligible for services under IDEA, or that the grant recipient has received a waiver. 1302.14(b)(!)</p> <p><b>Observation:</b> Program has been using the 3501 - Management Report- Disabilities to identify the 10% of total funded enrollment</p> <p><b>Recommendation:</b> Program to utilize 3502 -Disability Enrollment Chart to identify the 10% of total funded enrollment and potential open concerns that may result in future IEP/[FSP and would be able to include a report for Policy Council/Board meetings.</p>
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**PM3: The grant recipient maintains and tracks full enrollment.**

<p>I. The grant recipient will share the system for tracking and maintaining full enrollment.</p> <p><b>Observation:</b> Program currently uses the 2005 - Management Report - End of the Month Enrollment report and the Income Status Dashboard to track open slots</p> <p><b>Recommendation:</b> Report 2007 - Historical Enrollment Report on the waitlist (New, Waitlisted, Drop/Wait)</p> <p>Additional Monitoring Tools that could be added to support FSWs with ERSEA Procedures, include:</p> <ul style="list-style-type: none"> <li>Application Status To-Do List</li> <li>Income Status Dashboard</li> <li>2007 - Historical Enrollment Report</li> <li>2031 - Recruitment -Age-Eligible Children</li> <li>2210 - Enrollment Turnover Report</li> </ul>
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2. The grant recipient will demonstrate the process for filling vacancies that are 30 days or longer. 1302.1S(a)

**Observation:** Program currently uses the 2005 - Management Report - End of the Month Enrollment report to track the number of days slots have been open.

**Recommendation:** Incorporate Report 2210 - Enrollment Turnover Report to identify potential slots that have been vacant the longest to ensure those slots are potentially filled first based on the 2025 - Enrollment Priority Listing Report. The program can also ensure that applicants are Waitlisted at a primary and secondary site to be able to identify those families who may only have access to specific locations.

3. The grant recipient will share the waitlist of eligible children that ranks children according to the program's selection criteria. 1302.14(c)

**Observation:** Program uses report 2025 - Enrollment Priority Listing Report to identify waitlisted Eligible Children based on Points, Application Date, and Percentage of Poverty Level.

4. The grant recipient will provide data supporting enrollment and attendance numbers for the previous four months and demonstrate the accuracy of enrollment data submitted to the OHS.

**Observation:** The program is currently utilizing the Attendance Dashboard to track Attendance from Actual Enrollment to the present day (77 % for CCP, 78% for EHS, and 87% for HS). For the month of October 2022 a high number of children with flu were reported.

**Recommendation:** Incorporating an Attendance Monitoring Schedule is also recommended for FSWs

- 2305 - Monthly Attendance
- 2310 - Daily Attendance by Classroom
- Attendance To-Do List to track children who may be falling below the 85% ADA
- 2030 - Consecutive Absences



**Program Improvement Plan  
For the  
2022—2023 Program Year**

<b>Content Area/Results of Self-Assessment / Related Performance Standard</b>	<b>Plan of Corrective Action</b>	<b>Required Resources</b>	<b>Person(s) Responsible</b>	<b>Desired Outcome / Goal for Improvement</b>	<b>Projected / Actual Date of Completion</b>
<p><u>Family Community Engagement</u> Program to transition to a Paperless ChildPlus process.</p>	<p>Transition paper file forms to a ChildPlus process to facilitate the tracking of data and allow program to anticipate the needs of the families served.</p>	<p>ChildPlus Data System training</p>	<p>HS / EHS Director Assistant Director</p>	<p>Program staff to complete Data Entry to collect, analyze and share the data from ChildPlus reports to better serve our families.</p>	<p>April 2023</p>

**Program Improvement Plan  
For the  
2022—2023 Program Year**

<b>Content Area/Results of Self-Assessment / Related Performance Standard</b>	<b>Plan of Corrective Action</b>	<b>Required Resources</b>	<b>Person(s) Responsible</b>	<b>Desired Outcome / Improvement Goal for</b>	<b>Projected / Actual Date of Completion</b>
<p><u>Eligibility Monitoring Tool</u> Program to discontinue the Manual Cross Monitoring process and transition to a Paperless ChildPlus process.</p>	<p>Implement a cross monitoring tool to track and calculate an overall score to identify targeted training or potential non-compliance related to ERSEA procedures that may lead to non-compliance.</p>	<p>ChildPlus Data System training</p>	<p>HS / EHS Director Assistant Director</p>	<p>Family Service staff will be provided with necessary resources to comply with implementation of the monitoring tool.</p>	<p>February 2022</p>
<p><u>ChildPlus Training</u> Program to provide annual training to IT staff.</p> <p>1302.12 (c) (1-2) ERSEA</p>	<p>Provide Annual maintenance and Set-up training of ChildPlus to ensure that data is mapped to the most current program term.</p>	<p>ChildPlus training</p>	<p>HS/EHS Director Assistant Director IT Staff</p>	<p>For the program to track and collect documents that support the accuracy of data from Childplus reports.</p>	<p>December 2022 to May 2023</p>

**Program Improvement Plan  
For the  
2022—2023 Program Year**

<b>Content Area/Results of Self-Assessment / Related Performance Standard</b>	<b>Plan of Corrective Action</b>	<b>Required Resources</b>	<b>Person(s) Responsible</b>	<b>Desired Outcome / Goal for Improvement</b>	<b>Projected / Actual Date of Completion</b>
<p><u>Curricula</u> A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.</p> <p>§1302.32 (a)(2) Curricula</p>	<p>Education Content Area Staff along with the Child Care Partnership, the Education Center director/owner will collaborate to implement the Creative Curriculum for Infants, Toddlers &amp; Twos. Educational consultant(s) and concerned parties will be included for additional support.</p>	<p>Creative Curriculum for Infants, Toddlers, and Twos Material</p>	<p>HS / EHS Director  Education Director &amp; Education Content Area Staff  Educational Consultant</p>	<p>Teachers and educational staff will be provided with necessary resources to comply with implementation of such Curriculum.1</p>	<p>December 2022</p>

**Program Improvement Plan  
For the  
2022-2023 Program Year**

<b>Content Area/Results of Self-Assessment / Related Performance Standard</b>	<b>Plan of Corrective Action</b>	<b>Required Resources</b>	<b>Person(s) Responsible</b>	<b>Desired Outcome / Improvement Goal for</b>	<b>Projected / Actual Date of Completion</b>
<u>Environment Health &amp; Safety</u> A piece of cement going up the ramp is broken – Little Palominos §1303.52 § 1303.52 Facilities, materials, and equipment.	The Area Service Manager will submit a work order and follow-up until the work order is closed and the repairs are appropriately completed.	Cement	HS / EHS Director Health & Safety Director Area Service Manager Maintenance Worker	The program will be in compliance at all times with all Health and Safety requirements.	Correct took place within the same day of report
<u>Environment Health &amp; Safety</u> Bottles to clean table after lunch were inside the teachers closet but at child's reach. Closet was closed with a latch - Sierra Vista §1303.52 § 1303.52 Facilities, materials, and equipment.	The Area Service Manager will submit a work order and follow-up until the work order is closed and the repairs are appropriately completed.	Have cleaning bottles in the closet out of reach of children	HS / EHS Director Health & Safety Director Area Service Manager Maintenance Worker	The program will be in compliance at all times with all Health and Safety requirements.	Corrected on the spot