



# **City of San Antonio Head Start Program**

## **2013 - 2014 Head Start Self Assessment and Action Plan**



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## **Executive Summary**

The City of San Antonio Head Start Program annually engages in a process of self assessment as mandated by Head Start Performance Standards. This process is used to ensure regular evaluation of program services and delivery systems for the purpose of implementing improvements.

This year's assessment reviewed services provided by the City and contracted service providers operating direct program services to a cumulative total of 2,861 children and their families in 26 sites located in San Antonio Independent School District (SAISD) and Edgewood Independent School District (EISD). The City of San Antonio (City), as the program grantee, utilizes self assessment results, in conjunction with the Community Assessment and ongoing monitoring results, to implement quality improvements related to policies, procedures, service delivery plans, and management systems for the upcoming school year.

### **Process**

During the 2013 – 2014 School Year, the program has been in a transition period and has implemented system and service improvements focused on school readiness planning; use of results of Classroom Learning Assessment Scoring System (CLASS) observations, child outcomes, and family and parent engagement and support activities; and the use of multiple data sources to drive program decision-making and planning.

In completing the self-assessment, the City took the lead role and coordinated with both Providers. The city assigned a team lead to each team. The team leader was responsible for coordinating, planning, collecting data, and conducting analysis. The teams conducted Self Assessment tasks for both Providers and for the Grantee.

The City's Self Assessment process reviewed all 11 Head Start content areas. Each assessment, utilizing City developed monitoring templates and guidelines, incorporated a four-stage process: planning, data collection, analysis, and development of program improvement targets.

### ***Planning***

In November 2013, the City began the initial planning process of the self assessment by reviewing results and participant feedback from the prior year's self assessment. Based on this review, the City studied and revised monitoring tools (based on Office of Head Start Fiscal Year 2013 Monitoring Protocols and Guides) to incorporate additional direction and initiatives from the Office of Head Start; established criteria and percentages of items to be reviewed; set guidelines for determinations of non-compliance, improvement areas, and strengths; and refined reporting formats. By assigning City staff as team leads to coordinate data collection for both Providers and Grantee level assessment the program was able to increase the quality and accountability of the information gathered.

During the planning phase, the City also ensured experienced staff was assigned to the self assessment teams and liaison/liaisons for each education service provider were provided.

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Education service providers also identified a lead coordinator for their agency to oversee the process. The City invited internal staff, community stakeholders, parents and members of the Head Start Policy Council (HSPC) and governing body to participate on City and service provider self assessment teams. All Head Start grantee staff members were invited to participate in the process, and service providers were encouraged to include a diverse representation of parents, community members, and staff from various organizational levels.

City staff provided individual trainings with assigned team leads and their respective service providers January 14, 2014, to review expectations and materials and begin agency specific assessments. The City and service providers then met with their individual data collection team leads to outline expectations, review the monitoring tools, discuss the data collection process, and examine report formatting.

### ***Data Collection***

The data collection period for the 2014 Self Assessment remained consolidated into a two week timeframe, January 21 – 31, 2014. During this stage, teams from the City and the service providers visited site locations, interviewed staff and Head Start parents, conducted observations, and reviewed child, family, and staff files.

Team members represented the following service provider data collection teams: PDM; Fiscal Integrity; ERSEA; Integrated Service Review (ISR) 1 (Disability, Family and Community, and Mental Health); ISR 2 (Health, Nutrition, Transportation and Safe Environments); and Education and Early Childhood Development. Additional City Self-Assessment team members representing Program Design and Management (PDM); Fiscal Integrity; and Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) content areas, interviewed staff and HSPC members, conducted observations, and reviewed files, documents and systems.

### ***Data Analysis***

The City established a Data Analysis team to review results and findings collected by the Data Collection teams. During the analysis process, the team reviewed findings to determine systemic patterns of non-compliance, program improvement, and strengths. Based on this review, the team worked with city and provider management to consolidate findings, develop agency specific program improvement plans, and prepare a final report to submit to the City. The City's Data Analysis team reviewed service provider reports, as well as City Data Collection team reports, to establish consistency in findings and set minimum thresholds for determinations of compliance, identify patterns, underlying causes, and systemic issues, and determine priorities for program-wide improvement areas.

### ***Program Improvement***

The City and each education service provider developed action items to address non-compliances and additional program improvement areas identified during the Self Assessment process. Improvements include both short and long-term strategies to correct items out of compliance and/or enhance systems. The City and each service provider is responsible for ensuring

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implementation of program improvements outlined in their own agency specific and program-wide reports and action plans.

## **Overall Findings**

Results of the Self Assessment reflect the strengths of established program systems and staff commitment to serving Head Start children and their families. Identified strengths included areas of: ERSEA, Fiscal, Education & Early Childhood, Family and Community Partnerships; and Health Services.

Despite these gains, the program also identified program improvements and/or non-compliances in the areas of PDM, ERSEA, Education, Family and Community Partnerships, Nutrition, Health, Transportation and Safe Environments. These findings were primarily related to recordkeeping practices.

The report includes program-wide findings: non-compliances (identified by two or more service providers); improvement areas (identified as a non-compliance or improvement area by one service provider); and strengths (identified by one or more service providers). In exception to this, the report does include any City (grantee) identified non-compliances, improvement areas, and strengths related to grantee only requirements. A summary of City and service provider specific non-compliances and program improvement areas is attached (Attachment A).

## **Next Steps**

As a part of the program strengthening process, imbedded within the 2013 Self Assessment report are improvement plans for any non-compliances or improvement areas. These program improvement actions relate to both short and long-term actions. The City and service providers are responsible for implementing both program-wide and agency specific program improvements identified through the self- assessment process.

## **Participants**

The City invited internal staff, community stakeholders, and members of the HSPC and governing body to participate on both the City and service provider self assessment teams. City and service providers included a diverse representation of parents, community members, and staff from various organizational levels in their self- assessment process.

### ***City of San Antonio Team Members***

Liza Contreras, City of San Antonio-Head Start  
Leslie Martinez, San Antonio Head Start Policy Council  
Debbie J. Vera, Texas A&M- San Antonio  
Elena Braun, City of San Antonio-Head Start  
Jessica Fernandez, City of San Antonio- Head Start  
Viki Ash, City of San Antonio  
Mishleen W Allen, Texas A&M-San Antonio

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Mary Vasquez, City of San Antonio- Head Start  
Rose Orosco-Hayward, City of San Antonio- Head Start  
Debra Canales, City of San Antonio- Head Start  
Willette Carter, City of San Antonio- Head Start  
Mica Clark-Peterek, City of San Antonio- Head Start  
Dani Salas, City of San Antonio- Head Start  
Judy Ratliff, United Way San Antonio  
Kim Jordan, City of San Antonio- Head Start

***Edgewood Independent School District Team Members***

Cassy Bentley, City of San Antonio- Head Start  
Eloisa Mendez, Community Member  
Ilse Lopez-Sandoval, Head Start Parent, Policy Council  
Leticia Coronado, Edgewood Independent School District  
Cassandra Farias-Ybarra, City of San Antonio- Head Start  
Dianne Mendez, City of San Antonio- Head Start  
Irasema Pizano, City of San Antonio- Head Start  
Dora Gomez, YMCA  
Elvia Pace, YMCA  
Jessica Zertuche, Edgewood Independent School District  
Katie Cunningham, City of San Antonio- Head Start  
Sherrie McDaniel, City of San Antonio- Head Start  
Sylvia Mantooth, City of San Antonio- Head Start  
Raquel Bosman, Community Member  
Yvonne Elizondo, Head Start Parent  
Sylvia Morales, Edgewood Independent School District  
Sandra Cantu, Edgewood Independent School District  
Lilly Benavides, Edgewood Independent School District  
Rhonda Roach, City of San Antonio- Head Start  
Kathy Burriola, City of San Antonio- Head Start  
Liza Contreras, City of San Antonio- Head Start  
Gloria Martinez, Community Member  
Melanie Flores, Head Start Parent  
Shelia Ballagh, Edgewood Independent School District  
Elena Braun, City of San Antonio- Head Start  
Jessica Fernandez, City of San Antonio- Head Start  
Patricia Tobias, Head Start Parent  
Melissa Silva, Edgewood Independent School District  
Rose Orosco-Hayward, City of San Antonio- Head Start  
Debra Canales, City of San Antonio- Head Start  
Richard Keith, City of San Antonio  
Willette Carter, City of San Antonio- Head Start  
Mica Clark-Peterek, City of San Antonio- Head Start  
Dani Salas, City of San Antonio- Head Start

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Crystal Gutierrez, Head Start Parent  
Jeanette Rodriguez, Edgewood Independent School District  
Kim Jordan, City of San Antonio- Head Start

***San Antonio Independent School District***

Cassy Bentley, City of San Antonio- Head Start  
Cassandra Farias-Ybarra, City of San Antonio- Head Start  
Dianne Mendez, City of San Antonio- Head Start  
Sarah Ford, Community Member  
Paula Guevara, Head Start Parent  
Velia Aguilon, San Antonio Independent School District  
Sandra Brown, San Antonio Independent School District  
Sharon Bonilla, San Antonio Independent School District  
Irasema Pizano, City of San Antonio-Head Start  
Katie Cunningham, City of San Antonio- Head Start  
Sherrie McDaniel, City of San Antonio- Head Start  
Elvia Pace, YMCA  
David Reyes, Head Start Parent  
Kampol Surapiboonchai, San Antonio Independent School District  
Monique Durham, San Antonio Independent School District  
Sylvia Mantooth, City of San Antonio- Head Start  
Elaine Guajardo, Community Member  
Karina Maldonado, Head Start Parent  
Cynthia Dennis, San Antonio Independent School District  
Fabiola Gonzales, San Antonio Independent School District  
Helen Rodriguez, San Antonio Independent School District  
Brenda Seguin, San Antonio Independent School District  
Natalia Vargas, San Antonio Independent School District  
Rhonda Roach, City of San Antonio- Head Start  
Kathy Burriola, City of San Antonio- Head Start  
Liza Contreras, City of San Antonio- Head Start  
Vincent Escobedo, Head Start Parent  
Monica G. Alejandro, Head Start Parent  
Jayne Meals, San Antonio Independent School District  
Elena Braun, City of San Antonio- Head Start  
Jessica Fernandez, City of San Antonio- Head Start  
Mary Vasquez, City of San Antonio, Head Start  
Sonia Garcia, Head Start Parent  
Raul Castilleja, San Antonio Independent School District  
Rose Orosco-Hayward, City of San Antonio- Head Start  
Debra Canales, City of San Antonio- Head Start  
Willette Carter, City of San Antonio- Head Start  
Mica Clark-Peterek, City of San Antonio- Head Start  
Dani Salas, City of San Antonio- Head Start  
John Kyle, Community Member

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Miguel Rosales, Head Start Parent  
Mark Sutherland-Trevino, San Antonio Independent School District  
Christina Quinones, San Antonio Independent School District  
Kim Jordan, City of San Antonio- Head Start

### **Program Design and Management (PDM)**

The City, as program grantee, directly oversees systems and infrastructure that support the provision of direct program services through implementation of a strong shared governance system, effective management systems, and ongoing programmatic oversight. City policy, content and monitoring teams, provide direction, guidance, training and technical assistance to service providers to ensure staff at all levels of the organization have the resources, knowledge, and support needed to deliver high quality program services.

The City's review for PDM covered functions related to program management, governance, monitoring, communication, recordkeeping, reporting, human resources, and planning systems. Service providers reviewed these same functions that were pertinent to their roles in managing and overseeing direct program services. Both City and service provider teams used a variety of data collection methods: document reviews, interviews, and staff file reviews.

Overall, City and service providers were found to be in compliance with all of Head Start Performance Standards and program and agency specific regulations related to PDM. The review did not find any non-compliances in the area of PDM.

#### **Non-Compliances:**

- No program-wide PDM non-compliances were identified through the self assessment process.

#### **Additional Program Improvement Areas:**

- **1304.52(j), 1310.17(f)(1)** – At SAISD two staff indicated that their performance review occurred two years ago and not one year ago due to being on a District waiver based on having excelled performance.
  - **Improvement:** The City has already begun to review District performance review policies and the state laws that govern those policies to ensure that, if legal, they align with Head Start Performance Standards.

#### **Strengths:**

- No program-wide PDM strengths were identified through the self assessment process.

### **Fiscal Management**

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Fiscal controls include measures to manage programmatic and fiscal risks and ensure transactions are properly authorized and comply with applicable policies, procedures, laws and regulations. In order to ensure the City's financial management system remains strong and the accounting system meets accounting, fiscal control, and reporting requirements, the City maintains oversight of the following: regulatory requirements; written policies and procedures; internal controls; reporting; matching requirements and in-kind contributions; time and activity documentation; budget controls; effective accounting system; cash management; and documentation of expenses. In addition to maintaining direct oversight of the aforementioned requirements, the City and service providers effectively oversee operations to ensure compliance with policies, procedures, laws and regulations.

The City and service providers' assessments of the Fiscal Management component included an analysis of budget development and monitoring, financial reporting, processing of funds, insurance coverage, timekeeping, salary and compensation, and communication with governing bodies. In total, the Fiscal Management section has six subsection review areas: Financial Management Systems, Reporting, Procurement, Compensation, Cost Principles, and Facilities and Property. In performing data collection, the Fiscal Team reviewed documents, transactions, and records and conducted interviews.

The review identified four fiscal strengths related to cash advances and financial reporting.

#### **Non-Compliances:**

- No program-wide non-compliances were identified through the self assessment process.

#### **Additional Program Improvement Areas:**

- No program-wide Fiscal program improvement areas were identified through the self assessment process.

#### **Strengths:**

- EISD, SAISD, and the City undergo a yearly audit performed by outside auditing agency. This is added quality measure for the Program.
- ESD, SAISD, and the City have a strong approval process in place to ensure Head Start, and expenditures in general, are allowable, allocable and reasonable based on the grant and/or program requirements. Per the City's budget development and approval process, all anticipated expenditures must be allowable by the grant and approved through the budget prior to obligation or payment. Districts submit monthly invoices based on program budget approved by the City at the beginning of the Head Start grant.
- The City has a strong financial management system and fiscal reporting process. The City is able to produce reliable and timely financial reports and information that is presented to the



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HSPC and Governing Body. Financial reports include the detailed budget, expenditures year-to-date by budget category, and variances, as well as administrative costs. Reports also include pie charts that provide a visual representation of the detailed budgetary reports. City Fiscal staff is available during the HSPC and Education Excellence Committee (EEC) meetings to present the Financial Report and respond to any questions from members.

### **Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)**

As the first point of contact with Head Start eligible children and families, ERSEA impacts how the community views the Head Start program and future involvement and participation of Head Start families. ERSEA systems, policies and processes serve a central function in ensuring families with the highest need for program services are identified and recruited, criteria for selection is uniformly applied, and children are appropriately enrolled and actively participate in the program.

The City and service provider ERSEA data collection teams utilized a variety of data collection techniques to gain a holistic view of services in this area. Analysis included reviewing policies, procedures and service plans, age and income verification documentation, child files and interviews. Data collection techniques focused on four key compliance areas: eligibility and enrollment, attendance and participation, program options, and management systems.

Overall, City and service provider self assessment teams found ERSEA systems and processes to comply with Head Start regulations and internal policies and procedures. The review identified no areas of non-compliance.

### **Non-Compliances:**

- No program - wide ERSEA non-compliances were identified during the self assessment process.

### **Program Improvement Areas:**

- **1306.32(a)(2-6); 1306.35(a)(3)** – Four incorrect and out-dated rosters were found at SAISD. In the examples with discrepancies, classroom version of roster was missing a child. Also, SAISD exchanged two classroom teachers with each other without communication with the City so data management records were incorrect.
  - **Improvement:** Both discovered discrepancies were corrected immediately and Provider staff has been re-trained on proper procedures for notifying the City of teacher exchanges.

### **Strengths:**

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- Both ISD's exhibit ethically strong and high level accountability with the selection process. The grantee approves and monitors the plans and ensures adherence to HS guidelines through ERSEA policies, procedures and Selection Matrix. The ChildPlus data management system used by the program provides an advanced system of scanning and attaching to make it easier and more effective to track applicant records and documents. City policy and the Selection Criteria Point System ensure there is a systematic selection process for all children considered for enrollment. Selections are conducted as a committee consisting to insure compliance with policy. The selection processes are applied for all children considered for enrollment.

### **Education and Early Childhood**

During the 2013 – 2014 school year, the program has continued its focus on school readiness and the important role that parents and families play in ensuring children are ready for school. The overall school readiness approach and education and early childhood services system value integration of physical, educational, social, and emotional services as central to a child's ability to learn.

This structured approach to learning is implemented in a two types of models throughout the service area that includes Head Start learning centers and Head Start classrooms as part of elementary school campuses. The City and service provider education and early childhood data collection teams sampled a mix of classrooms, representing each type of program site, to conduct observations, interviews, and document and file reviews.

The education component review was divided into nine compliance frameworks: oversight and management; staff qualifications; curriculum, individualization and assessment; child outcomes; social-emotional development; cognitive and language development; physical development; teacher/child interactions; and cultural and linguistic responsiveness. Overall, the self assessment review did identify one program-wide area of non-compliance in the area of parent involvement in the process of curriculum selection.

### **Non-Compliances:**

- No program - wide non-compliances were identified during the self assessment process.

### **Additional Program Improvement Areas:**

- **642(f)(3)(B)** – During interviews with both providers it was determined that staff could not articulate or answer as to how parents are involved in the district process of curriculum selection.
  - **Improvement:** The results of this finding will be included in the 2014-2015 Strategic Planning process to ensure there is an ongoing system that includes parent involvement in curriculum selection.

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- **642(f)(3)(B)** – At SAISD staff did not have verification/evidence of research-based curriculum on file.
    - **Improvement:** Although the program has previously ensured that the utilized curriculum is research based, the City is working with Provider staff to ensure this documentation is on file and readily available.

### **Strengths:**

- At EISD all sites participate in Families and Schools Together (FAST) program which is designed to strengthen the family and parent involvement to help children succeed in school and in life and reduce violence in the home.
- At EISD all sites participate in Texas School Ready (TSR). Texas School Ready increases children's school readiness through five evidence-driven components: research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, ongoing teacher mentoring and sustainability.
- SAISD's three Head Start Centers participate in Texas Literacy Initiative, a TEA grant to improve school readiness and success in language and literacy of disadvantaged students.
- SAISD implemented the Family Connection curriculum which offers family-focused resources that are completely devoted to helping early childhood teachers build connections between a child's two most important worlds: school and home. It also provides activities for parents and their children to do at home.

### **Disabilities, Mental Health and Family and Community Partnership Services**

Disability, Mental Health, and Family and Community Partnership services focus on promoting family well-being; building strong collaborations with parents and families; and using community partnerships to maximize resources available to Head Start children and families.

Each service provider assigned a data collection team to collectively review disability, mental health, and family and community partnership content areas. The teams used the following data collection techniques to present an overall picture of services in these content areas: document reviews, staff interviews, and child file reviews.

Head Start Performance Standards and other applicable regulations related to disability, mental health and family and community partnership services were divided into specific compliance frameworks. All three content areas included a review of staff qualifications and program planning and involvement. The disability service area also included a review of program coordination; individualization of services; and collaboration with families of the children. Questions in the area of mental health also included a review of regulations related to parent involvement and engagement. The family and community partnership content area review was divided into three additional compliance frameworks: building relationships and strengthening families; promoting parent and family engagement; and building and maintaining community partnerships.

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Overall findings demonstrated service providers maintained compliance with the majority of requirements related to disability, mental health, and family and community partnership services. The review did identify one non-compliance area in family and community partnerships related to family partnership goals and two strengths in the area of community/family partnerships.

### **Non-Compliances:**

#### **Family and Community Partnership Services:**

- **1304.40(a)(1-2), 642(b)(7)** – Improve documentation and follow-up on family goals.
  - **Improvement:** The Program has been in a transition period in the 2013-2014 school-year. A new and improved Family Community structure has been put into place that includes licensed coordinators and bachelor degreed case management staff. Due to hiring the more than 50 new staff members the program acknowledges and recognizes that there was a late start to family services and staff is working to ensure family services are strengthened and standards are met and quickly exceeded.

### **Program Improvement Area:**

- No program-wide Disabilities, Mental Health and Family and Community Partnership Services program improvement areas were identified through the self assessment process.

### **Strengths:**

#### **Family and Community Partnership Services:**

- SAISD has developed a Head Start Parent Academy in the four Head Start centers based on parent requests and surveys. These academies provide trainings in subjects such as anger management and parenting skills.
- The City Family Support Coordinators at the City and SAISD are highly experienced in the fields of case management with a combined 38 years of experience.

### **Health, Nutrition, Safe Environments and Transportation**

The San Antonio Head Start Program's services in the areas of health, nutrition, safe environments, and transportation are structured to ensure children are physically and mentally prepared to learn and safe while in care, in addition to guaranteeing that children and families receive educational supports to create life-long safe and healthy habits. During the 2013 – 2014 Program Year, the City and service providers implemented an array of targeted activities to help parents establish and model healthy lifestyle habits for their children and families.

Each service provider was assigned a data collection team to review the health, nutrition, safe environments, and transportation content areas. In their data collection process, the teams used the following techniques: document reviews, staff interviews, and child file reviews.

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The health content area review was divided into five compliance frameworks: staff qualifications; accessing health and dental care; screenings and follow-up; collaborating with parents; and health and safety needs of children. The nutrition content area review was divided into four compliance frameworks: staff qualifications; assessing and planning; managing nutrition services; and integrating nutrition into early childhood development. Safe environment regulations and questions were segregated into four compliance frameworks: facilities, materials, and equipment; hygiene; food safety and sanitation; and class size and staffing. The transportation content area review was divided into four compliance frameworks: transportation services management; providing transportation services; bus driver credentials, qualifications and training; and arranging for transportation services.

Universally, data collection team members found that the program is effective in ensuring children are physically and mentally able to learn and are safe while in care. The majority of services in these areas were also found to be compliant with City of San Antonio, Head Start, and agency-specific regulations. There were two strengths; however, the program did identify program-wide non-compliances in areas of health and nutrition, and safe environments.

### **Non-Compliances:**

#### **Health:**

- **1304.20(a-c)** – Review of files at both Providers indicated that the program did not demonstrate documentation of follow-up with families to ensure all children were up to date on their Early Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule and that health concerns were followed up in a timely matter.
  - **Improvement:** The Program has been in a transition period in the 2013-2014 school-year. A new and improved Family Community structure has been put into place that includes licensed coordinators and bachelor degreed case management staff that also assist in health services. Due to hiring the more than 50 new staff members the program acknowledges and recognizes that there was a late start to health services and staff is working to ensure health services are strengthened and standards are met and quickly exceeded. Plans for correction include increased monitoring to ensure follow-up and updates are reflected in ChildPlus and child files, when required. The City and service providers are running weekly health reports on children identified with health concerns and coordinating with DHS Family Support staff to conduct and document follow-up. Service providers will ensure staff responsible for following up on missing events and concerns receive detailed training to align with City and Head Start expectations prior to the start of the upcoming school year. The City has also entered into increased partnership with University Health Systems to provide brand new mobile clinic services for children whose families are having increased difficulty obtaining preventative health services. Another added implementation will be combining requests for health documentation from families well before the start of the school year in the recruitment, application, and enrollment phase of services.

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**Nutrition:**

- **1304.23(a-b)** – A portion of files reviewed were missing follow-up documentation for children whose health forms noted a possible special diet requirement.
  - **Improvement:** Missing follow-up documentation and action was immediately taken for the instances where this was discovered. Moving forward, service provider nutrition teams will conduct quality checks consistently throughout the program year. More specifically Provider nutrition and coordinator staff has been trained in the practice of this type of follow-up and will increase awareness and quality at recruitment to avoid the situation from occurring again.

**Safe Environments:**

- **1304.53(a)(10)** – At one site at EISD a pipe was discovered to have come loose from the wall anchoring that could pose a hand entrapment risk to a child. Also at that same site on the playground there was a PVC pipe with a piece of torn foam insulation that exposed an electrical wire (wire was self insulated and not an electrical threat).
  - **Improvement:** Both hazards were corrected immediately. City staff will return to the site and ensure corrections are sustained. Staff will also monitor daily custodian checklist to ensure that hazards are identified.
- **1304.53(a)(7)** – At EISD there was an unlocked cabinet in one of the classrooms. Upon opening the cabinet there was a purse in a reachable position that a child could possibly get to.
  - **Improvement:** The Purse was immediately removed and the cabinet was locked. The staff was re-trained on the importance of locking cabinets. There were no hazardous items within the purse.

**Additional Program Improvement Areas:****Safe Environments:**

- **1304.53(a)(7); 1304.22(a)(3); 1304.53(a)(10)(xiv)** – Improve attention to detail in the cleanliness and appearance of sites. Also, increase training for custodial staff to ensure all outlets are covered after use of an outlet for janitorial services.
  - **Improvement:** For the 2014 – 2015 Program Year, the Grantee will continue to conduct the 45-Day Health and Safety Certification of sites and increase other opportunities for site visits.

**Transportation:**

- **1310.10(d)(1-4)** – Although all buses had a well stocked first aid kit, one bus had a kit that was accidentally mounted in a way that made it impossible to open.
  - **Improvement:** The kit was remounted immediately.

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**Nutrition:**

- **1304.23(c)(4)** – Improve the practice of family style meal service within the large sites at EISD.
  - **Improvement:** The program will increase opportunities for staff to be able to sit and eat with the children. Currently half the lunch staff spend more time directing students in the cafeteria than being able to sit and eat with children.

**Strengths:****Health:**

- Increased Program-wide implementation of “Cavity Free Kid” and “I Am Moving, I Am Learning” curricula to support development of healthy lifestyle habits and address awareness of childhood obesity.
- Increased partnership with University Health Systems to provide mobile clinic opportunities to families. Mobile clinic services have been offered to families making it more efficient and convenient for families to establish a medical home and obtain health services.