



Annual Report

2019-2020



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DCPS Head Start School Wide Model

District of Columbia Public Schools (DCPS) has a long history as a leader in the provision of early childhood education (ECE). An early entrant into the realm of ECE, DCPS has provided pre-kindergarten (PreK) programming for more than forty years and continues to demonstrate a long-standing commitment to providing access to high quality early childhood programming to our youngest learners. Head Start has been a key component of DCPS' early childhood programming for more than three decades.

From 2009 - 2020, DCPS expanded Head Start services by implementing the Head Start School-Wide Model (HSSWM), an innovative model which blends Head Start and local funding in order to ensure that all PreK students and their families have the benefits of comprehensive services in socio-economically diverse classrooms. Through the HSSWM DCPS provided Head Start's comprehensive services in PreK programs in all DCPS Title 1 elementary schools and education campuses in School Year 19-20¹ (SY 19-20).

Key components of DCPS' Early Childhood Education Division (ECED) programming include:

- **Early Learning** – Children's school readiness is fostered through high-quality classroom instruction characterized by nurturing interactions with teachers, well-planned individualized learning experiences, intentional play, engaging activities and conversations that promote critical thinking and reasoning. In ECED classrooms children progress in social skills, emotional well-being, and all areas of early academic learning.
- **Health** – Children's health and well-being is supported through health and development screenings, nutritious meals, physical, oral and mental health support. ECED programs connect families with medical, dental, and mental health services to ensure that children and families are receiving the services they need to promote optimal health.
- **Family Well-being** – Parents and families are supported in achieving their goals, such as housing stability, continued education, and financial security. ECED also implements a parenting curriculum that works to strengthen parent-child relationships and promote family engagement and advocacy in children's learning and school experiences. Parent engagement and advocacy is supported through school-based activities, Parent Committees and a DCPS-wide HSSWM Policy Council.

In SY 19-20, DCPS implemented the HSSWM in 342 PreK classrooms in 60 DC Title I elementary schools. DCPS offered PreK classrooms for three-year-olds, four-year-olds, mixed age group classes (which include Montessori classes) and special education classes.

¹¹ School Year 19-20 began on Thursday September 5, 2019 for PreK students in DCPS. School buildings closed in mid-March due to the COVID pandemic and the school year ended early on May 29th.

OUR FUNDING



Program Funding

The HSSWM was supported by local revenue, Title I² funding, and two Head Start grants from the U.S. Department of Health & Human Services, Administration for Children Youth & Families, Office of Head Start (OHS). Title I and local funding supported the cost of classrooms³ at the 60 HSSWM elementary schools. These funds also supported staffing: classroom teachers and aides (a minimum of 2 per room), and a share of administration (e.g. Principals, Assistant Principals, registrars), and school support (e.g. social workers, librarians, cooks). The DCPS local and Title I share of the HSSWM was estimated at over \$33 million annually. Federal funding from Head Start grants was \$14.9 million which covered family services, mental health services, instructional coaches, data collection and analysis, classroom supplies, health and safety supplies, field trips, translation, and parent engagement activities (e.g. parenting classes, parent meetings). Head Start funding also supported paraprofessionals (~80) that supported classrooms to maintain proper ratios and supervision.

SY 19 – 20 Budget & Expenditures

Spending was tracked against budget on a monthly basis with all DC and DCPS fiscal processes followed with regards to contracting and procurement. The HSSWM Fiscal Director reviewed expenditures monthly with the ECED Deputy Chief, the Policy Council and the DCPS Head Start Advisory Board. **Table 1** shows the annual budget for SY 19-20 as well as expenses through April 2020. DCPS expects to fully expend both Head Start grants by June 2020.

**Table 1. DCPS HSSWM Budget
July 1, 2019 – June 30, 2020**

Federal Cost Category	Head Start Grant ⁴ #1	Head Start Grant #2	Total Head Start Budget	Expenses Through April 2020	% Spent Through April 2020
Personnel	\$5,123,759	\$5,358,212	\$10,481,971	\$6,390,281	61%
Fringe	\$829,448	\$857,245	\$1,687,193	\$1,388,856	82%
Travel	\$14,400	\$19,975	\$34,375	\$34,375	100%
Equipment	\$0	\$0	\$0	\$0	0%
Supplies	\$333,400	\$539,878	\$873,278	\$357,250	41%
Contractual	\$63,800	\$135,833	\$199,633	\$149,625	75%
Construction	\$0	\$0	\$0	\$0	0%
Other	\$472,065	\$541,489	\$1,013,554	\$543,653	54%
Indirect	\$138,395	\$150,833	\$289,228	\$108,391	37%
Total	\$6,975,267	\$7,603,465	\$14,579,232	\$8,972,431	62%

² Title I is the federal education law that provides funding to elementary and secondary schools for programs and services to help economically disadvantaged students to succeed. The purpose of Title I is to ensure that all students have an equal opportunity to reach State learning standards.

³ Rent, repair, maintenance and utilities.

⁴ Both of DCPS' Head Start grants included funding for operations and for training and technical assistance (T/TA).

Finally, to meet the needs of families during the COVID 19 pandemic, additional pull-ups and wipes were purchased and distributed to families. Over 4,000 backpacks with education supplies were purchased handed out and \$25,000 in books were acquired with an additional \$25,000 donated by First Book (www.firstbook.org).



WHO WE ARE



DCPS ECED Leadership Teams

DCPS is not overseen by a school board; Rather, the Chancellor reports to the Mayor who works with an elected City Council. In SY 19-20 DCPS was led by Chancellor Dr. Lewis Ferebee.

ECED SENIOR LEADERSHIP TEAM		
Dr. Jeffrey Holmes Chief, Office of Elementary Schools	Dr. Cheryl Ohlson Deputy Chief, Early Childhood Education Division	
Angela Whitaker Senior Director, ECED Family & Health Services	Robin Jones Director, ECED Instruction	Julie Shuell Director, ECED Strategy & Operations
Lorise White Wolfe Director, ECED Fiscal Operations	Sean Compagnucci, Executive Director, Early Stages	

ECED EXTENDED LEADERSHIP TEAM		
Lauren Brown Dante Franklin Jose Lopez Adaugo Ohanyerenwa Sedria Wilson Managers, ECED Family Services	Nathan Drew Manager, ECED Child & Family Intervention	Drue Docie Tamara Flannigan Melissa Neal Deidre Stewart Managers, ECED Instruction
Ronda Barnes Manager, ECED Strategy & Logistics	Michelle Carrington Manager, Head Start Performance	Alaina Smith Manager, First Step Program & Strategic Initiatives
Ari Yares Diandra Best Meghan Brown Sarah Arguello Jennifer Hursey Elizabeth Rihani Jane Anderson Managers, Early Stages		

FAMILY SERVICES TEAM		
David Hill, Analyst, Family & Health Services	Diane Woods Specialist, ERSEA	Robin Hawkins, Coordinator, Health & Nutrition Services
Marchele Bolding Anthony Cook Justine Cortez Rosa Cruz Dante Daniels Deborah Gudger Kristal McLaughlin Jessica Myers	Patricia Ortiz-Aparicio Diana Perez- Reyes Courtney Rawlins Omar Reyes Claudia Silva-Ruschal Schantia Simmons Antoine Trowers Corliss Walker Jerry Williams	Eilanete Brissett Shrilinda Bullock Elizabeth Carballo Maris Castillo Marialuz Castro Lisa Goode Victoria Hightower Ramona Santana Whitney Thorpe
Family Services Specialists		Family Service Coordinators
Ciara Hill	Tinoi Jones Child & Family Intervention Specialists	Avise Pollard
INSTRUCTIONAL TEAM		
Demetrius Alexander Frances Buren Dana Caffee Glenn Melanie Cerritos Monique Copelin Melissa Cuddy Lindsey Damich	Amity Glenn Chase Gizelle Keys Florence Kreisman Ericka Magana Nicola McKenzie Tiffany Munson Corina Powell	Megan Schiffhauer Samantha Simms Dyana Smith Sara Syryla-Cuesta Amanda Tuck DaNaya Washington Sarah Weston
Instructional Specialists		
Catherine Worrell Research Specialist		
FISCAL TEAM		
Sonia Vizian Coordinator, Fiscal Operations	Mariah Hankton Analyst, Fiscal Operations	
STRATEGY & OPERATIONS TEAM		
Lauder Francis Coordinator, Health & Safety	Aaron Gray Coordinator, Human Resources	
Chanel House Analyst, Strategy & Operations	Gustave Muhoza Specialist, Head Start Data	
Rickey Crenshaw Analyst	Monique Johnson Admin	

DCPS ECED Governance

GOVERNING BODY		
Dr. Lewis Ferebee Chancellor District of Columbia Public Schools		

ADVISORY BOARD MEMBERS		
NAME	POSITION	COMPONENT
Melissa Kim	Deputy Chancellor, DCPS	
Jeffrey Holmes	Chief of Elementary Schools, DCPS	
Charmain Mackell	Grants Administration Specialist, Federal Programs and Grants, Chief Business Office, DCPS	Fiscal Expert
Gwendolyn Payton	Principal, Beers Elementary School	Early Childhood Expert
Jacob Lappi	Principal, Nalle Elementary School	Early Childhood Expert
Shenora Plenty	Principal, Wheatley Elementary School	Early Childhood Expert
Omar Mahmud	Deputy General Council DCPS Office of General Council	Attorney
Shacora Simmons	Policy Council Chair	Head Start Parent
Charlene McField	Policy Council Co-Chair	Head Start Parent

**POLICY COUNCIL MEMBERS
SY2019-2020**

Policy Council Representatives	School Represented
Octavia Smith	Aiton
Melissa Harris	Amidon Bowen
Erin Esch Pereira	Bunker Hill
Megan Fowler	Burroughs
Juanda Goosby	Burrville
Andrew Diggs	Burrville
Crystal Wilkerson	C.W. Harris
Nadia K Hernandez-Mejia	Cleveland
Justine Muhammad	Dorothy Heights
Lakeshia Boney	Excel Adc.
Elida Mejia Ayala	Dorothy Heights
Vamwka N. Davis	Garrison
Charlene Golphin	Hendley
Unique Morris-Hughes	J.O. Wilson
Katrice Gaines	King
Tianna Barrow	Langley
Kaneishia Russell	LaSalle
Jen Kane	Maria Reed
Shirley Watts	Malcom X
Geoffrey Hunter Milhous	Miner
Keana Wallace	Miner
Danielle Jones	Moten
Digna Escobar	Nalle
Ellen Amistead	Patterson
Deirdre C Duffy	Payne
Lakia Wagner	Plummer
Candylee Tomlinson-Henry	Randle Highlands
Jameka Ingram Watson	Randle Highlands
Mercedes Stanley	Savoy
Nomxolisi Nana Cekiso	Simon
Ambryana Whittington	Smothers
Deona Brown	Stanton
Hakeem Hurt	Takoma
Crystal Cummingham	Thomas
Cortanai Wright	Truesdell
Francisca Reiesquez	Tubman
Kendra Reid	Walker Jones
Britney Washington	Walker Jones
Teresa Frison	Wheatley
Seda Nak	Wheatley

Our Schools

In SY 19-20, DCPS implemented the HSSWM in 49 DC Title I elementary schools in all eight wards of the District of Columbia. Enrollment is performed via MySchoolDC, the DC school lottery system. Families utilized the lottery system to select PreK school preferences and are assigned to schools, with priority given to their DCPS neighborhood school. Each spring, the Principals in DCPS' Title I elementary schools forecast their classroom configurations and enrollment capacities for the following school year based on enrollment trends, neighborhood characteristics and placement of special education students.

- | | | |
|------------------------------|--------------------------------|----------------------------|
| 1. Aiton ES | 18. Excel Academy EC | |
| 2. Amidon-Bowen ES | 19. Garfield ES | 35. Simon ES |
| 3. Bancroft ES | 20. Garrison ES | 36. Smothers ES |
| 4. Barnard ES | 21. Hendley ES | 37. Stanton ES |
| 5. Beers ES | 22. Miner ES | 38. Takoma EC |
| 6. Boone ES | 23. Moten ES | 39. Thomas ES |
| 7. Brightwood EC | 24. Nalle ES | 40. Thomson ES |
| 8. Browne EC | 25. Noyes ES | 41. Truesdell EC |
| 9. Bruce-Monroe ES | 26. Patterson ES | 42. Tubman ES |
| 10. Bunker Hill ES | 27. Payne ES | 43. Turner ES |
| 11. Burroughs ES | 28. Plummer ES | 44. Tyler ES |
| 12. Burrville ES | 29. Powell ES | 45. Van Ness ES |
| 13. C.W. Harris ES | 30. Randle Highlands ES | 46. Walker-Jones EC |
| 14. Cleveland ES | 31. Raymond EC | 47. West EC |
| 15. Cooke ES | 32. Reed ES | 48. Wheatley EC |
| 16. Dorothy Height ES | 33. Savoy ES | 49. Whittier EC |
| 17. Drew ES | 34. Seaton ES | |

60	342	120	118	66	38
SCHOOLS	CLASSROOMS	PK3	PK4	Mixed Age	Special Ed
		Classrooms	Classrooms	Classrooms	Classrooms

OUR WORK



Head Start School Wide Model Program Operations

As previously stated, the HSSWM was operated by the DCPS Early Childhood Education Division (ECED) which sits in the Office of Elementary Schools (OES). The ECED was organized into four teams as described above: Strategy & Operations, Finance, Instructional Support and Family Services. The work of each team and data from SY 19-20 is provided in this section.

Strategy & Operations

The Strategy & Operations team was responsible for health and safety, incident reporting, compliance with HSPPS, data analysis, communications and reporting, and human resources support to schools.

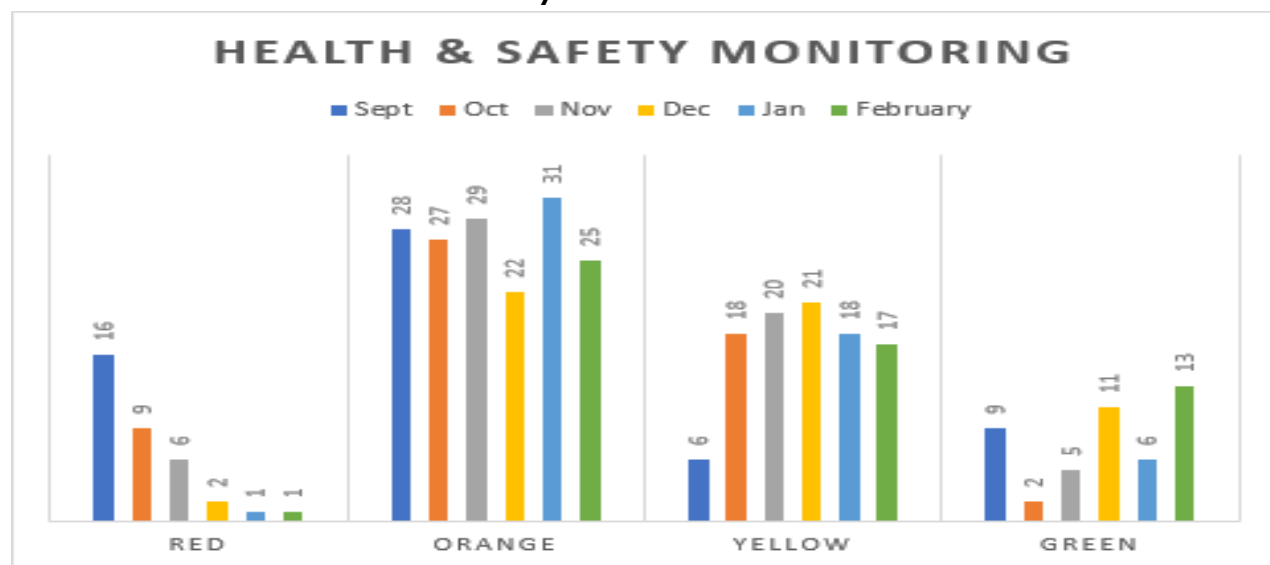
Health & Safety. To enhance our approach to health and safety for SY 19-20, a team of six Strategy & Operations team members was created and deployed to conduct announced and unannounced monthly visits to HSSWM classrooms. A *Health & Safety Checklist* was created based on HSPPS and the District of Columbia childcare licensing standards⁵, and used as the monitoring tool. The tool was included in Quick Base, DC's data management system, and results were immediately available to Principals and ECED management. Staff inspected both indoor and outdoor environments during each visit and interviewed staff. Checklist scores resulted in school rankings by color depending on the type of issue and implications for child safety.

- Red** Immediate danger to the Health/Safety of children and/or staff.
- Orange** Potentially harmful to the Health/Safety of children and/or staff.
- Yellow** Areas for correction, training and coaching.
- Green** No areas of non-compliance.

From September 2019 through February 2020 when schools closed, the team conducted **343** Health & Safety visits to all 60 HSSWM schools. **Chart 1** shows the status of schools on Health & Safety from August 2020 through February 2020. Health & Safety visits were not conducted in March due to the COVID shut down.

⁵ As a public school system, DCPS is exempt from DC's childcare licensing standards. However, certain elements of facility and environmental safety are important for classrooms serving pre-k aged children and these were included in the tool.
https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Final%20Rulemaking%20for%20the%20Licensing%20of%20Child%20Development%20Facilities_0.pdf

Chart 1. DCPS ECED Health & Safety Data SY 19-20



Grade Level Chairs (GLCs) were assigned to complete *Daily Checklists* of their schools' PreK classrooms and outdoor environments. They entered health and safety issues into Quick Base to alert Principals and Strategy & Operations team members to issues such as pests, trash on playgrounds or broken windows. In SY 19-20, over 33,000 *Daily Checklists* were completed by GLCs on the health and safety of their classrooms.

ECED also instituted required *Principal Walkthroughs*. This process was designed to familiarize Principals with health and safety issues in their PreK spaces. The walkthroughs also encourage regular monitoring of supervision best practices in PreK classrooms. ECED developed a procedure, trained Principals and met with Instructional Superintendents regularly to enforce the practice. Principals identified issues needing ECED and/or janitorial support during these visits. A total of **144** *Principal Walkthroughs* were done in SY 19-20.

Finally, the Strategy & Operations team supported schools with a robust system of ordering and delivering health and safety supplies for PreK classrooms. Teachers utilized Quick Base to order pull-ups, wipes, Clorox wipes, disposable cups, gloves, trash cans, brooms and other items needed to ensure clean environments. Bulk ordering was done twice a year to ensure adequate supplies as school-based budgets did not include funding for these items.

Incident Reporting. ECED developed a system of incident reporting in SY18-19. The system was designed in Quick Base to quickly alert ECED leadership and senior DCPS staff when PreK supervision and safety issues occurred. In December 2020, the ECED system was replaced by a similar DCPS-wide

reporting system. The *Incident Reporting Tool* immediately sends emails to all relevant parties and requires resolution and appropriate action be documented. Incidents in which a child was potentially placed in harm's way were reported to DCPS leadership, the Head Start regional office, and, where appropriate, to DC Child and Family Services. Incidents in which staff negligence may have contributed to students being placed in harm's way were referred to DCPS' Labor, Management and Employee Relations (LMER) Department for appropriate disciplinary action.

Compliance with HSPPS. The Strategy & Operations team was also responsible for ensuring HSPPS compliance across HSSWM. This consisted of training during three Pre-Service and In-Service days (18 hours), individual team training as needed, and on-demand training via online modules. A total of thirteen courses, listed below, are available for HSSWM online and per HSPPS, several are required annually. In addition, the Strategy & Operations team developed written procedures as needed to comply with HSPPS and trained staff on all aspects of compliance.

Course 1: Head Start Program Overview
Course 2: Family Engagement
Course 3: Health and Safety
Course 4: Daily Healthy Behaviors
Course 5: Nutrition: Family Style Meals and Food Allergies
Course 6: Child Health Concerns
Course 7: Early Childhood Field Trips
Course 8: Creating a Caring Community of Learners
Course 9: Effective Communication with Colleagues
Course 10: Intentional Transitions
Course 11: Trauma Informed Practices
Course 12: Creative Curriculum Interest Areas
Course 13: Creating Your Own Creative Curriculum Study

Data Collection & Analysis. ECED utilized Quick Base as the tool for data collection and analysis of HSSWM. The system was used to track enrollment, attendance, procurement, family services, health services and mental health services. Enrollment and attendance data were shared monthly with the Head Start Policy Council and the Advisory Board. ECED Directors also utilized data to track service trends and compliance with HSPPS. Due to the COVID-19 pandemic, the Office of Head Start did not require a Program Information Report (PIR) for SY 19-20 but this data would typically be generated from Quick Base.

In the fall of 2019, ECED began looking at new data systems for future years of DCPS Head Start programming. ECED explored several systems (ChildPlus, COPA, Myheadstart.com) designed to better track and report Head Start data. Vendors provided demonstrations to ECED staff and it was determined that COPA was the best fit for DCPS moving forward when and if Head Start funding is available.

Communications & Reporting. Strategy & Operations team members were responsible for reporting on the HSSWM to DCPS, DC's Office of the State Superintendent of Education and the Office of Head Start. Routine requests were complied with and reports were made as required by HSPPS. In addition, procedures around home visits, supervision best-practices and timelines for certain activities were communicated to school based PreK staff. For example, a *Supervision Highlights* guide was developed for Principals as a means to share best practices on supervising PreK students.

In SY 19-20, ECED implemented a shared drive to compile all current and historical information on the HSSWM. This central repository of documents and data, located on SharePoint, was designed to reduce duplicative work and confusion during staff turnover. The Strategy & Operations team led development of the drive and staff training.

The Strategy & Operations teams coordinated translation services for HSSWM activities: home visits, parent/teacher conferences, open houses, Policy Council, Parent Meetings and other school events. The most common language translation needed was Spanish. In SY 19-20, over 13 translation activities were conducted.

Finally, DCPS applied for a new Head Start grant as part of the Designation Renewal Process in November 2019. An application totaling over 150 pages was developed and included a new program design for the HSSWM. DCPS did not receive a Head Start grant in this round of competition.

Human Resources. The Strategy & Operations team supported schools with staffing their PreK classrooms. Recruitment, onboarding and training of classroom substitutes was ongoing during SY 19-20. Specialized interviews were held to ensure candidates possessed knowledge and understanding of early childhood and could effectively implement lesson plans with three and four-year-old children. Over 50 substitute teachers were identified and referred to schools to cover long and short-term absences.

ECED implemented a new procedure for PreK volunteers in SY 19-20. In addition to signing an *ECED Standard of Conduct* form, which includes information about

proper supervision and discipline, volunteers are required to watch a training video and pass a quiz demonstrating knowledge and understanding of the Standards. Finally, all volunteers must pass DCPS background checks and are never left alone with children.

The Strategy & Operations team also tracks teacher home visits as required by the HSPPS. In Fall 2019, **2,545 home visits were conducted** covering 56 HSSWM schools. In Spring 2020, **1,682 home visits were conducted** covering 51 HSSWM schools.

Eligibility, Recruitment, Selection, Enrollment & Attendance

Attendance

Daily attendance is recorded by the classroom teachers and school registrars. Average Daily Attendance is monitored, and Family Services staff work to support families who are struggling with attendance.

Average Daily Attendance

September	94%
October	94%
December	92%
January	94%
February	91%
March	91%

Health Services

FUNDED ENROLLMENT

2,081

STUDENTS ACTUALLY ENROLLED

5,373

CHILDREN ON SSI

9

FAMILIES RECEIVING SNAP

863

FAMILIES RECEIVING TANF

1,754

HOMELESS CHILDREN SERVED

191

FOSTER CHILDREN SERVED

9

CHILDREN WITH DISABILITIES

1062

Head Start programs must provide health, oral health, mental health and nutrition services that will support children's growth and school readiness. Preventative health services are central to Head Start's comprehensive approach to the well-being of the whole child. Through strategic initiatives and collaborations with community partnerships, the HSSWM provided children with access to health services that included medical, dental, mental health and nutritional services. The Family Service Team worked with parents to ensure children had access to health care, up-to-date medical screenings and exams, preventative dental care and required follow-up treatments as needed.

of Students with completed Health Exams
2,646
of Student with completed Dental Exams
2,369

of Students Up to Date on Immunizations
793

Children were provided two full meals (breakfast and lunch) each day via the National School Lunch Program (NSLP) operated by DCPS. Family style meal service was practiced to facilitate the development of language skills, social-emotional development, critical thinking and other skills to help each child learn and grow. During meals, children were encouraged to engage in conversation with their teachers and classmates.

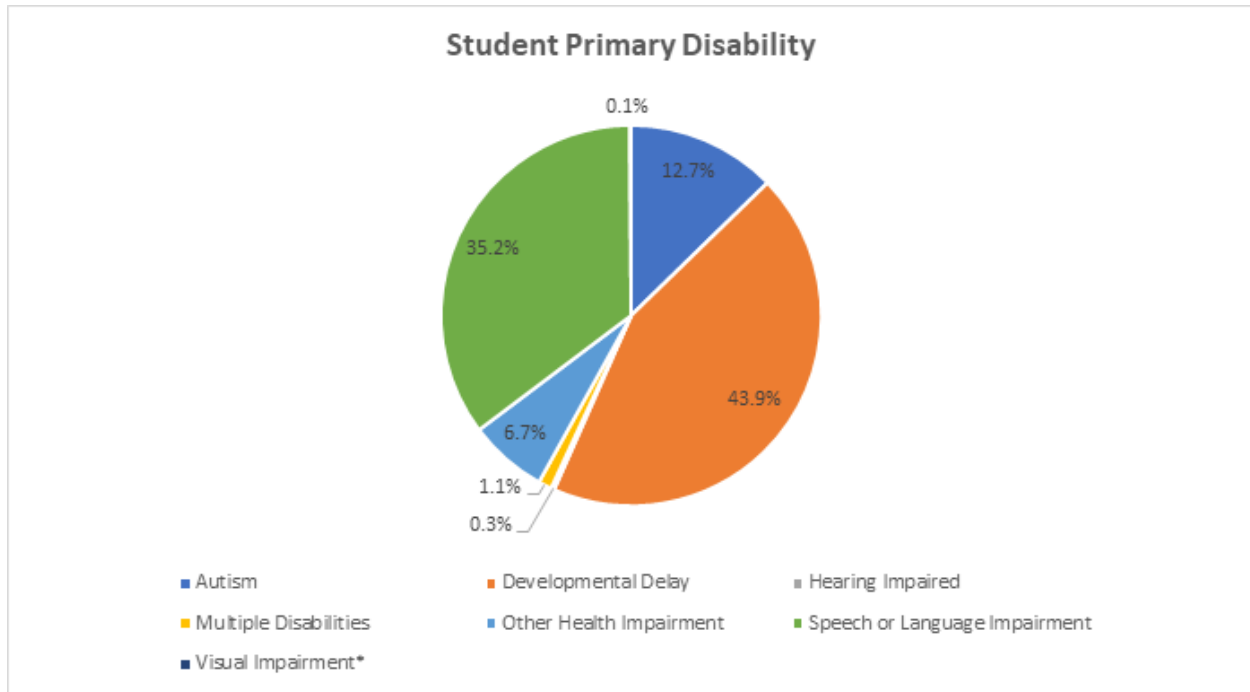
Disabilities Services

To identify children with potential developmental delays, DSPS administers the *Ages and Stages Questionnaire, Third Edition (ASQ)* screening to children within 45 days of the start of school. DCPS classroom teachers complete ASQs in collaboration with parents, Family Services Staff, and Instructional Specialists for all PreK students. In SY 19-20, **2,733 ASQ Screenings were conducted**. Children were not screened if:

- They were screened during the prior year upon entry into DCPS (e.g. three year old returning as a four year old)
- They were screened after January 1 of the year the child first enrolled in DCPS
- They were referred to Early Stages for a formal evaluation
- They were eligible for Part B currently (even if not yet enrolled)
- They had an Extended Option IFSP (from early intervention)
- The school wished to immediately initiate a referral of the child for evaluation

DCPS manages DC's Part B Child Find Program (Early Stages) which locates and evaluates children with disabilities for children ages three to five. Early Stages is part of DCPS' ECED, enabling close partnership with DCPS HS. In SY 19-20 there were **1,062** PreK children in the HSSWM who had diagnosed disabilities with an Individualized Education Plan (IEP). This is 19% of DCPS HS children which exceeds the 10% requirement in the HSPPS. Chart 2 shows the type of disabilities children experienced.

Chart 2. DCPS HSSWM Student Disability by Type SY 19-20



MENTAL HEALTH SERVICES

The Child & Family Intervention Team was comprised of mental health clinicians who work closely with teachers, Family Services staff, and other early childhood education staff, and families to ensure support to the needs of the needs of the whole child. The team provides mental health support and referrals to children and their families.

Table 4. Mental Health Services Provided SY19-20		
Type	# of Children	#
Child Observation	30	31
Clinical Intervention	43	189
Consultation with Family Services	42	160
Communication	75	618
SDQ	34	48
School Consultations		632
Groups offered		73
Total	107	1046

Family Services

Parent and Family Engagement strategies were integrated into all HSSWM services to support family well-being, including health, nutrition and safety. DCPS' HS program offers a variety of family engagement opportunities for

parents based on the dynamics of the population of children and families. Staff utilize multiple assessment techniques, including the community assessment, self-assessment, family outcomes, parent surveys, and information gained directly from families to determine the needs. To enhance the engagement process, the family services team implemented the *Opening Doors to Parent Leadership* curriculum in all HS schools.

Parent & Family Engagement Efforts

Transitions

- Summer Events / Play Dates
- Open Houses
- Parent Orientation
- Back to the school nights

Parent Advocacy

- Parent Committees
- Policy Council
- External/Community Referrals
- Family Goal Setting

School Wide Events

- Hispanic Heritage Celebration
- Harvest Festival
- Parent Teacher Conferences
- African American Celebrations
- Winter Celebrations
- Principal coffees
- Book Clubs

Workshops / Trainings

- Attendance
- Healthy Eating Habits
- Exercise / Physical Activity
- Challenging Behavior
- Access to Health Services
- Tenant Rights
- Child Safety
- GOLD / Child Assessment
- Housing
- Immigration Consultation
- Budget Management
- How to find Employment
- Financial Support
- Stress Management
- Mental Health and Wellness
- Finding Community Resources
- Child Development
- Conscious Discipline
- Access to Special Education Services

**Table 5. Family Services Accessed Most Frequently
in SY 19-20**

Family Services Provided	# of Students	# of Services Received
Parent Advocacy	1351	2482
Attendance	968	2216
Health - UHC Outreach	544	951
Health – Conditions	528	1161
Health - OHA Outreach	484	840
Crisis Assistance	381	812
Child Education / Development	115	413
Housing assistance (Non-Crisis)	96	327
Behavior Support	85	405
Child Care	81	143

Child Development Services

DCPS utilizes *Creative Curriculum for Preschool*, a research-based, comprehensive curriculum that is developmentally appropriate for preschool-age children from diverse backgrounds. *Creative Curriculum* was chosen as DCPS' primary curriculum due to its strong research-base and its alignment with the HSELOF and DC's Early Learning Standards developed by OSSE. The curriculum also includes detailed accommodations and suggestions for teachers to ensure full access for children with disabilities and dual language learners. Teaching staff receive support and training from Instructional Specialists and Principals in order to ensure that they are able to implement the curriculum and provide individualized services to children and families.

School Readiness Goals

In SY 19-20, ECED worked with the Office of Head Start, Region III to develop comprehensive school readiness goals. DCPS developed these goals by analyzing child outcomes over time and identifying areas for growth. The goals reflect the areas of development that DCPS will target to as part of the district's school readiness plan. Alignment to Head Start Early Learning Outcomes framework and the DC Early Learning Standards as well as the measurements and benchmark goals DCPS will use to track progress are included in a separate *School Readiness Goals Matrix*.

DCPS Head Start School Readiness Goals:

Approaches to Learning

ATL Goal 1. Children will manage actions, words, behavior, and classroom materials with increasing independence.

This includes: Demonstrating control over actions and words in response to a challenging situation; waiting for turns; managing behaviors according to expectations, such as using quiet feet when asked or sitting on the rug during circle time; appropriately handling materials during activities; cleaning up and putting materials away.

ATL Goal 2. Children will express creativity in thinking and communication.

This includes: Asking questions related to tasks or activities that indicate thinking about new ways to accomplish the task; approaching tasks, activities, and play in ways that show creative problem solving; using multiple means of communication to creatively express thoughts, feelings, or ideas.

Social Emotional Development

SED Goal 1: Children will engage in and maintain positive interactions and relationships with other children and express confidence in own skills.

This includes: Using a variety of skills for entering social situations with other children, such as suggesting something to do or joining an existing activity; taking turns in conversations and interactions with other children; developing friendships with one or two preferred other children; expressing own ideas or beliefs in group contexts or in interactions with others.

SED Goal 2: Children will manage emotions with increasing independence.

This includes: Expressing feelings in ways that are appropriate to the situation (for dual language learners, this can be in English or the child's home language); looking for adult assistance when feelings are most intense; using a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.

Language and Literacy

LC Goal 1: Children will understand and use a wide variety of words for a variety of purposes and show understanding of word categories and relationships among words.

This includes: Demonstrating the use of multiple new words or signs a day; using new domain-specific vocabulary during activities, such as using the word "cocoon" when

learning about the life-cycle of caterpillars; showing an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic.”

LC Goal 2: Children who are dual language learners will attend to, understand, and respond to increasingly complex communication from others while developing proficiency in English.

This includes: Using verbal and non-verbal signals to acknowledge the comments or questions of others in both their home language and English; showing understanding in response to the content of books read aloud, stories that are told, or lengthy explanations in both languages; demonstrating understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?” in both languages.

LIT GOAL 1: Children will understand that spoken language is composed of smaller segments of sound.

This includes: Providing one or more words that rhyme with a single given target, such as “What rhymes with log?”; producing the beginning sound in the spoken word, such as “Dog begins with /d/.”; providing a word that fits with a group of words having an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”

Cognition

MATH Goal 1: Children will demonstrate understanding of mathematical functions and analyze and compare shapes.

This includes: Representing addition and subtraction in different ways, such as with fingers, objects, and drawings; solves addition and subtraction word problems; with adult assistance, beginning to use counting on from the larger number for addition; correctly naming basic shapes regardless of size and orientation; analyzing, comparing, and sorting two- and three-dimensional shapes and objects in different sizes; describing shapes similarities, differences, and other attributes, such as size and shape.

SCIENCE Goal 1: Children will ask questions, gather information, make predictions, and plan and conduct investigations and experiments.

This includes: Asking questions that can be answered through an investigation; gathering information about a question by looking at books or discussing prior knowledge and observations; articulating steps to be taken and listing materials needed for an investigation or experiment; implementing steps and using materials to explore testable questions.

Perceptual, Motor, and Physical Development

PMP Goal 1: Children will demonstrate increasing control, strength, and coordination of small muscles.

This includes: Easily coordinating hand and eye movements to carry out task, such as working on puzzles or stringing beads together; using a pincer grip to hold and

manipulate tools for writing, drawing, and painting; using coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.

Measurement of progress on School Readiness Goals will be done using Teaching Strategies GOLD (see below). Unfortunately, SY 19-20 ended early due to COVID-19. Students did not attend school after March 19th, and as a result, the spring Teaching Strategies GOLD touchpoint was not completed. While virtual instruction continued, teachers interacted with children remotely and education materials were sent home.

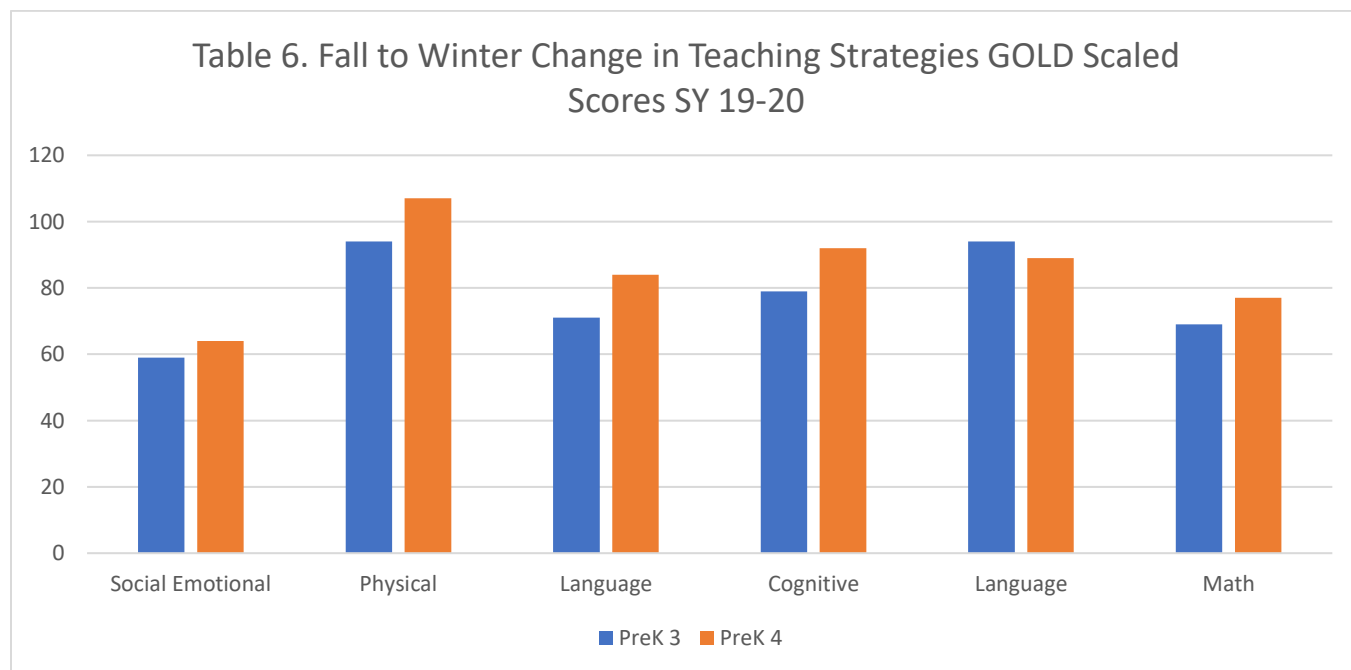
Teaching Strategies GOLD

DCPS uses *Teaching Strategies GOLD (TS GOLD)* for ongoing assessment of children's progress. During SY 19-20 orientation, new teachers and assistants completed two *TS GOLD* training courses.

Throughout the year, teachers enter data and anecdotal observations into *TS GOLD* on a regular basis. Teaching staff use data from *TS GOLD* as well as information gathered from parents and families to plan *Creative Curriculum* classroom activities and lessons that support children's individual developmental needs. As needed, staff used child-level *TS GOLD* assessment data to support referrals for further evaluation and intervention to community partners and contracted service providers.

TS GOLD data is aggregated at the classroom and program levels, and analyzed by staff, three times per year. As stated above, DCPS closed school early in SY 19-20 as a result of the pandemic and, as a result, only two (fall, winter) data checkpoints occurred.

Table 6 shows the average Teaching Strategies GOLD scaled score growth by age for each developmental outcome area from Fall to Winter. Children in Pre-K 3 and Pre-K 4 grew at similar rates across all developmental areas. Children in Pre-K 4 grew slightly more in all areas except Literacy, but the differences were no larger than 13 points.



Children with exceptionalities (e.g. Individualized Education Plans) did not improve as much as their peers from Fall to Winter in any area.

CLASS

The Classroom Assessment Scoring System (CLASS) is a tool for observing and assessing the qualities of interactions among teachers and children in classrooms. It measures the emotional, organizational, and instructional supports provided by teachers. Each year, the Office of the State Superintendent of Education (OSSE) conducts CLASS observations in early childhood programs across the district as required under the Pre-K Enhancement and Expansion Act of 2008. Because schools were closed in March 2020 due to the COVID-19 pandemic, the annual OSSE CLASS assessment was not conducted.


In SY2018-19, OSSE visited 78 early childhood programs in DCPS schools. Overall, DCPS demonstrated improvements in all three CLASS domains at the program-level with the largest gains observed in Instructional Support, the area that is predictive of children's academic outcomes. **Table 7.** below shows the changes in CLASS scores between the end of SY 17-18 and SY 18-19.

Table 7. Change in DCPS PreK CLASS Scores SY 17-18 to 18-19

CLASS DOMAIN	SY 17-18 Averages	SY 18-19 Averages
Emotional Support	5.84	5.92
Classroom Organization	5.58	5.66
Instructional Support	2.75	2.96

Transition to Kindergarten

Each school year, children transition from Head Start into a kindergarten classroom in DCPS, a charter school or a private school. The Family Services team create kindergarten transition plans that support parents in transitioning their children to kindergarten. Family Services staff collaborate with teachers to create transition plans that help parents to understand their child's progress, utilize practices to promote kindergarten readiness, and advocate for their rights and responsibilities concerning their child's elementary school education. DCPS schools provides parents with opportunities to visit and learn about the kindergarten program to better prepare their child for transition. At the end of SY 19-20, **2,594 HSSWM children will transition to kindergarten.** Because of the school closures related to the COVID-19 pandemic, transition activities were shifted to a virtual structure in the Spring of 2020.

Efforts made to support families with children transitioning to Kindergarten	
April	 Participating in virtual classrooms and engage parents in conversation about kindergarten

April/May	✚ Personalize reading materials and phone calls and conversations with parents about expectations
April/May	✚ Share information with parents regarding kindergarten readiness, including tips, websites, and tools they can use at home
May	✚ Plan kindergarten readiness workshop
April/May	✚ Meet with school staff to plan for children with special needs
April/May	✚ Coordination with principals and Kindergarten teachers to schedule classroom tours and sample lesson plan review
May	✚ Initial meetings are held with teachers to develop a transition to kindergarten plan