District of Columbia Public Schools

Early Childhood Education Division

HEAD START SCHOOL-WIDE MODEL

Annual Report

2018-2019

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 18-19 (SY 18-19).

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 18-19, DCPS implemented the HSSWM in 326 PreK classrooms in 59 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.

OUR FUNDING

Program Funding

The HSSWM was supported by local revenue, Title I[1] 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 classrooms[2] at the 59 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 18 – 19 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 18-19 as well as expenses through April 2020. DCPS fully expended both Head Start grants by June 2019.

Table 1. DCPS HSSWM Budget
July 1, 2018 – June 30, 2019

Federal Cost Category	Head Start Grant[3] #1	Head Start Grant #2	Total Head Start Budget
Personnel	$5,123,759	$5,358,212	$10,481,971
Fringe	$829,448	$857,245	$1,687,193
Travel	$14,400	$19,975	$34,375
Equipment	$0	$0	$0
Supplies	$333,400	$539,878	$873,278
Contractual	$63,800	$135,833	$199,633
Construction	$0	$0	$0
Other	$472,065	$541,489	$1,013,554
Indirect	$138,395	$150,833	$289,228
Total	**$6,975,267**	**$7,603,465**	**$14,579,232**

[1] 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.
[2] Rent, repair, maintenance and utilities.
[3] Both of DCPS' Head Start grants included funding for operations and for training and technical assistance (T/TA).

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 18-19 DCPS was led by Chancellor Dr. Lewis Ferebee.

ECED SENIOR LEADERSHIP TEAM		
Dr. Angela Chapman Chief, Office of Elementary Schools	**Dr. Tehani Collazo** Deputy Chief, Early Childhood Education Division	
Angela Whitaker Senior Director, ECED Family & Health Services	**Robin Jones** Director, ECED Instruction	**Renata Claros** 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 **Sarah Arguello** **Diandra Best** **Jennifer Hursey** **Meghan Brown** **Elizabeth Rihani** **Jane Anderson** Managers, Early Stages		

ECED Staff

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 McLaughin** **Jessica Myers** **Patricia Ortez-Aparicio** **Diana Perez- Reyes** **Courtney Rawlins** **Omar Reyes** **Claudia Silva-Ruschal** **Schanta Simmons** **Antoine Trowers** **Corliss Walker** **Jerry Williams** Family Services Specialists		**Eilanete Brissett** **Shrilinda Bullock** **Elizabeth Carballo** **Maris Castillo** **Marialuz Castro** **Lisa Goode** **Victoria Hightower** **Ramona Santana** **Whitney Thorpe** 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** Instructional Specialists	**Megan Schiffhauer** **Samantha Simms** **Dyana Smith** **Sara Syryla-Cuesta** **Amanda Tuck** **DaNaya Washington** **Sarah Weston**
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

Our Schools

In SY 18-19, DCPS implemented the HSSWM in 59 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**
2. **Amidon-Bowen ES**
3. **Bancroft ES**
4. **Barnard ES**
5. **Beers ES**
6. **Brightwood ES**
7. **Browne EC**
8. **Bruce-Monroe ES**
9. **Bunker Hill ES**
10. **Burroughs ES**
11. **Burrville ES**
12. **C.W. Harris ES**
13. **Cleveland ES**
14. **Dorothy Height ES**
15. **Drew ES**
16. **Excel Academy EC**
17. **Garfield ES**
18. **Garrison ES**
19. **HD Cooke ES**
20. **Hendley ES**
21. **Houston ES**
22. **JO Wilson ES**
23. **Ketcham ES**
24. **Kimball ES**
25. **King ES**
26. **Langdon ES**
27. **Langley ES**
28. **Lasalle Backus ES**
29. **Leckie EC**
30. **Ludlow Taylor ES**
31. **Malcom X ES**
32. **Marie Reed ES**
33. **Miner ES**
34. **Moten ES**
35. **Nalle ES**
36. **Noyes ES**
37. **Patterson ES**
38. **Payne ES**
39. **Plummer ES**
40. **Powell ES**
41. **Randle Highlands ES**
42. **Raymond EC**
43. **Savoy ES**
44. **Seaton ES**
45. **Simon ES**
46. **Smothers ES**
47. **Stanton ES**
48. **Takoma EC**
49. **Thomas ES**
50. **Thomson ES**
51. **Truesdell EC**
52. **Tubman ES**
53. **Turner ES**
54. **Tyler ES**
55. **Van Ness ES**
56. **Walker-Jones EC**
57. **West EC**
58. **Wheatley EC**
59. **Whittier EC**

59	326	120	114	62	30
SCHOOLS	CLASSROOMS	PK3 Classrooms	PK4 Classrooms	Mixed Age Classrooms	Special Ed 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 18-19 is provided in this section.

Strategy & Operations

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

Health & Safety. 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 18-19, over 33,000 *Daily Checklists* were completed by GLCs on the health and safety of their classrooms.

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.

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. ECED Directors also utilized data to track service trends and compliance with HSPPS.

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.
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

Human Resources. The Strategy & Operations team supported schools with staffing their PreK classrooms. Recruitment, onboarding and training of classroom substitutes was ongoing during SY 18-19. 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.

The Strategy & Operations team also tracks teacher home visits as required by the HSPPS. In SY 18-29, 2,331 teacher home visits were conducted with families from 59 schools.

Eligibility, Recruitment, Selection, Enrollment & Attendance

FUNDED ENROLLMENT

2,081

 # STUDENTS ACTUALLY ENROLLED

5,182

 # HOMELESS CHILDREN SERVED

182

 # FOSTER CHILDREN SERVED

17

 # FAMILIES RECEIVING SNAP

863

 # CHILDREN WITH INDIVIDUALIZED EDUCATION PLANS

990

 # FAMILIES RECEIVING TANF, SSI

1,791

Health Services

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.

Table 2. Health Services for DCPS Head Start Students

# of children were up-to-date at the end of the school year on a schedule of age- appropriate preventive and primary health care, according to DC's EPSDT schedule for well child care
4,197
# of Student with completed Dental Exams
4,204
# of Students Up to Date on Immunizations
4,066

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 facilitating 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.

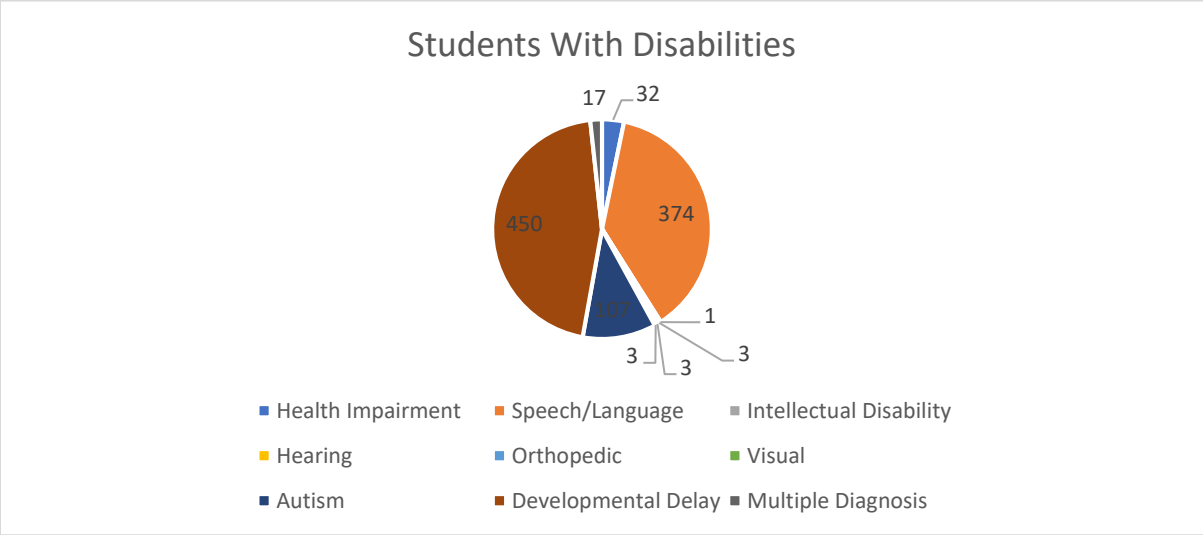
Disabilities Services

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 18-19, over 3,000 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 18-19 there were **990** 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 18-19



MENTAL HEALTH SERVICES

The Child & Family Intervention Team (CFIT) 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 3. Mental Health Services Provided SY18-19

Type	# of Children
Children Assessed	1,530
Children Referred for Outside Mental Health Services	265
Children Who Received Clinical Services from the CFIT Team	177
Children Whose Parents Received Mental Health Consultation	321

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

Table 4. Family Services Accessed Most Frequently in SY 18-19

Family Services Provided	# of Families
Parenting education	1,379
Health education	722
Mental health	685
Financial support	466
Housing	326
Job training	314
Emergency services	215

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.

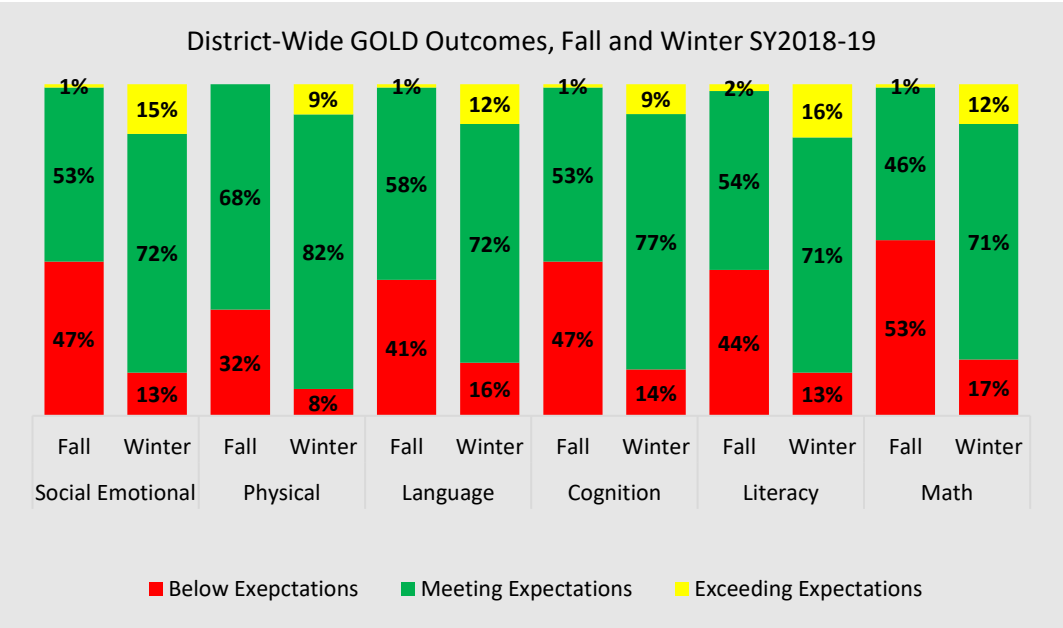
Teaching Strategies GOLD

DCPS uses *Teaching Strategies GOLD (TS GOLD)* for ongoing assessment of children's progress. During SY 18-19 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.

The chart below 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. 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.

CLASS Domain	SY2017-18 Averages	SY2018-19 Averages
Emotional Support	5.84	5.92
Classroom Organization	5.58	5.66
Instructional Support	2.75	2.96

In previous years, OSSE utilized quality thresholds to measure program quality. Starting SY2018-19, OSSE updated quality indicators to be based on targets instead of thresholds, increasing the quality criteria for Emotional Support, Classroom Organization, and Instructional Support from 5, 5, 3 to 6, 6, 4, respectively. Though the percentage of schools meeting the previous threshold requirements increased, the percentage of schools meeting the higher expectations of the OSSE targets is much lower.

	Threshold			Target	
CLASS Domain	Cutoff	SY 2017-18	SY2018-19	Cutoff	SY2018-19
Emotional Support	5	97%	100%	6	45%
Classroom Organization	5	90%	95%	6	19%
Instructional Support	3	27%	45%	4	3%

Though most schools did not hit the OSSE target for Instructional Support, 18 schools (up from nine in SY2017-18) met the research-based quality threshold of 3.25 or higher.

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 18-19**, 2,703 HSSWM children will transition to kindergarten.**

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	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