



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Manuel Lucero

West Las Vegas Schools

179 Bridge St

Las Vegas, NM 87701 - 3495

From: Responsible HHS Official

Date: 03/07/2022

Dr. Bernadine Futrell

Director, Office of Head Start

From January 24, 2022 to January 28, 2022, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the West Las Vegas Schools Head Start and Early Head Start programs. This report contains information about the recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand recipient progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following:

Mr. Kenneth Gilbert, Regional Program Manager

Mr. Christopher Gutierrez, Chief Executive Officer/Executive Director

Mr. John Bustos, Head Start Director

Mr. John Bustos, Early Head Start Director

Glossary of Terms

Opportunity for Continuous Improvement (OCI)	An OCI is identified when the recipient is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the recipient's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



Program Design and Management

Program Design

The recipient's program design and structure takes into account community strengths and needs.

Program Management

The recipient has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

The recipient maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

Program Design and Management Summary

West Las Vegas Schools has served children and families in San Miguel County, New Mexico, and its surrounding rural communities for 56 years. The program is funded to serve 164 Head Start and Early Head Start children and 12 expectant families. Services are provided through a center-based option.

The recipient implemented strategies that focused on families' mental health care needs. This response followed an assessment that indicated the San Miguel community had the lowest quality of life scores in New Mexico. Factors such as a high number of alcohol-related driving deaths, child poverty rates, and a lack of child care for working families contributed to the low scores.

Expecting these concerns to have negative impacts on Head Start and Early Head Start families, the district developed a mental health-related program goal to expand its consultation services. The program expanded the services of the contracted mental health professional and then worked with staff, children, and families on self-care, stress mitigation, and establishing positive learning environments for all children. To ensure this goal was attainable, the district and program leadership staff collaborated to reduce duplication of efforts and channel funding to support the mental health initiatives. Although the pandemic slowed the program's progress in meeting this goal, staff members continued their commitment to improving the quality of life for the children and families in the greater San Miguel County area.



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

The recipient's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

Effective and Intentional Teaching Practices

The recipient has strategies to ensure teaching practices promote progress toward school readiness.

Supporting Teachers in Promoting School Readiness

The recipient has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

Home-based Program Services

Not Applicable.

Education and Child Development Services Summary

West Las Vegas Schools partnered with two area school districts to promote successful kindergarten transitions for its Head Start children. The program's education committee was composed of parents, community agencies, and leadership from partner schools. The committee established school readiness goals with expected outcomes that were aligned with state early learning outcomes. Furthermore, teachers prepared developmentally appropriate activities to support kindergarten expectations and supplied resources for parents to extend their children's learning experiences into the home. Further, children with challenging behaviors or delays received additional services and resources from the receiving school to ensure a successful transition to kindergarten. These collaborative efforts prepared children for school.



Designing Quality Health Program Services

Child Health Status and Care

The recipient has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The recipient implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Health Services Summary

West Las Vegas Schools established partnerships with medical professionals to support families' access to health services. One of the prevailing issues in the community was the high adult obesity rate, which also resulted in an increased number of obese children. To combat this issue, the program developed community partnerships to support families and their children through education and the provision of healthy food and nutrition counseling. All enrolled Head Start and Early Head Start children received meals while in care. Program menus were prepared and reviewed by a nutrition professional supplied by a community partner. Additionally, the recipient offered adult food services for the staff, which allowed the children to see good nutrition practices modeled during mealtimes. Parent education was also provided to increase families' knowledge of healthy eating practices. The recipient's approach to nutrition services addressed a community health need.



Designing Quality Family and Community Engagement Services

Family Well-being

The recipient has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The recipient has an approach for providing services that strengthen parenting skills.

Family and Community Engagement Services Summary

West Las Vegas Schools staff recognized the impact a family's well-being had on their child's educational progress and the family's ability to set and achieve goals. When services moved from in-person to virtual, the program provided parents with laptops and hot spots to allow for frequent communication so staff could continue to support family needs. In addition to providing families with technology, the program supplied educational activities for families to use during regularly scheduled virtual visits. These activities included games for families to play together, with small prizes made available to the winners. Through its flexibility in addressing family well-being, the program discovered ways to increase family engagement.



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

Eligibility, Recruitment, Selection, Enrollment, and Attendance

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

At least 10% of the recipient's total funded enrollment is filled by children eligible for services under IDEA or the recipient has received a waiver.

Fiscal Infrastructure, Capacity, and Responsiveness

The recipient's fiscal staff have the qualifications needed to provide oversight of the grant.

The recipient has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

ERSEA and Fiscal Summary

West Las Vegas Schools revised its selection criteria to serve the changing needs of children and families during the COVID-19 pandemic. The increase in job losses due to closures and illness caused many families to experience homelessness. Although this status was already included in the selection criteria as categorically eligible, the recipient enhanced its strategies to broaden recruitment areas. Additionally, a higher enrollment priority was assigned to essential workers on the front lines of the pandemic. To better identify families who may be eligible for Head Start and Early Head Start services due to this enrollment priority, the recipient changed its former recruitment strategies to include social media platforms and radio. These enrollment strategies supported the program's efforts to serve the community's children and families.

The leadership team and the governing bodies worked collaboratively with the West Las Vegas Schools' finance committee to develop a budget that aligned with program goals and needs. For example, when data from the community and self-assessments identified a need for increased mental health services, the program director worked with the finance committee to allocate more funding to expand mental health care. This expansion allowed the mental health professionals to provide additional individual mental health counseling and support and added training for staff wellness, family well-being, and classroom management. The recipient's collaborative approach to managing the budget ensured services addressed program needs.

----- End of Report -----