Hunt County

Head Start

Self Assessment

2014-2015

# Why

Continuous quality improvement is central to Head Start and Early Head Start programs. A program wide self-assessment ensures our agency is meeting Performance Standards and moving toward program excellence for serving children and families in the Hunt County Area.

Performance Standards clearly state that at least once each program year, with the consultation and participation of the policy council, and as appropriate, other community members, grantee agencies must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing federal regulations.

# What do we do with the results?

The self-assessment has little value unless the program uses the information for program improvements. The self-assessment results are used as a driving force to develop program goals, desired outcomes and action plans.

# What tools/strategies do we use?

We utilize the Program Self-Assessment Booklets and to officially gather information. We also rely on site observations and personal interviews. Policy Council Members, parents, community representatives, members of the governing body, our head start coordinators and various directors all collaborate to cross-assess. This assures a collaborative yet intertwined assessment so no member provides the final assessment of his or her own area.

* In January of 2016, our policy council met specifically to conduct a workshop regarding all areas of our self-assessment. Information from this workshop was used to summarize our findings and write recommendations.

**Personnel Responsible Self Assessment Team Members**

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| --- | --- |
| **Program Design Management**  Ralph Sanders,  Executive Director  Judy Evans, Director  Elaine Harrison,  Community Partnership Coordinator | Pat Parker, Community Representative  Dr. Kim Butcher, Governing Body Liaison  Toni Royall, Health and Disabilities Coordinator |
| **Education and Early Childhood Development**  Sherry Fair,  Education Coordinator | Judy Evans, Director  Jamera Williams, Parent |
| **Fiscal Management**  David Carter,  Chief Financial Officer | Pat Parker, Community Representative  Dr. Kim Butcher, Governing Body Liaison  Toni Royall, Health and Disabilities Coordinator |
| **Family Community Partnerships**  Elaine Harrison, Community  Partnerships Coordinator | Vanessa Woods, Health and Safety Coordinator  Jessica Livingston, Parent |
| **Disabilities and Mental Health**  **Toni Royall**  **Mental Health/Disabilities Coordinator** | Sherry Fair, Education Coordinator  Roger Livingston, Policy Council President/Parent |
| **ERSEA**  Elaine Harrison, Community Partnerships Coordinator | Vanessa Woods, Health and Safety Coordinator  Jessica Livingston, Parent |
| **Health Services**  **Nutrition Services**  **Safe Environments**  Vanessa Woods, LVN.  Health and Nutrition Coordinator | Elaine Harrison, Partnerships Coordinator  Kimberly Michel, Parent |

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Health and Nutrition Services; Safe Environments

The Health Self-Assessment was conducted by Elaine Harrison, Partnerships Coordinator and Kimberly Michel, parent. The assessment was made by on site observation, completion of the Program Self-Assessment booklet, and a personal interview with Vanessa Woods, Health Services Coordinator.

Nutrition Services

Strengths:

* A certified dietician is available through the school district’s nutrition program to meet USDA guidelines.
* We also contract with a local dietician who makes personalized evaluations and recommendations.

Concerns/Actions

* The 2014 USDA inspection revealed an isolated incident of children who were not being given milk based on the verbal requests of parents. A procedural system is now in place to ensure doctor’s notes verifying food and milk allergies are available in written form as well as online.
* Our 2015 Federal Monitoring Review determined all areas regarding nutrition to be in compliance

Health Services

Strengths:

* Our 2015 Head Start Key Indicator-Compliant (HSKI-C) Monitoring Review showed all areas to be in compliance.

* Health tracking forms are in all folders along with nurse’s notes.
* Galileo is utilized, with fidelity, providing immediate access to records.
* Community Partners work together to ensure services are being delivered.
* Although our self-assessment continues to recommend a full time nurse for the LP Waters site, this LPW shares its nurse with another school.
* Copies of health information are also filed in the family service workers chart.

Weaknesses:

* LP Waters continues to share a nurse with another facility.
* Procedures for Tracking of Health care need more specificity.

Plan of Action:

* Continue to state need for full-time nurse. Use Nursing Director for emergencies.
* Collaborate with Head Start Director to update Head Start policy manual by September 2015.

Safe Environments

* Our local self-assessment and our 2015 HSKI-C Monitoring Review determined all areas regarding safety to be in compliance. Our partnerships with Quinlan ISD, Commerce ISD and Greenville ISD add further evidence of compliance with all safety regulations.

Weaknesses

Parking at the L.P. Waters site is limited for students and staff. It is often necessary to walk across the highway to access the school.

Plan of Action:

* The 2015 GISD bond proposal provides for additional parking for L.P Waters. Parking lot is scheduled to be complete Summer 2015.

Family Community Partnership

Assessment of the Family Community Partnership area was conducted by Vanessa Woods, Health and Safety Coordinator and Jessica Livingston, parent. The assessment was made by on site observation, completion of the Program Self-Assessment booklet, and an oral interview with Elaine Harrison, Community Partnerships Coordinator.

Below is a list of strengths and weaknesses found during the self- assessment.

Strengths

* Our 2015 HSKI-C Federal Review determined all areas to be in compliance.
* The program builds trusting relationships with parents and family members.
* Fathers Reading Everyday (FRED) offers literacy opportunities for the entire family.
* Our annual Father-Daughter Dance is well attended.
* Father attendance at parent meetings has improved.
* Multiple community resources are available.
* The program identifies and responds to family needs through daily contacts, home visits, parent teacher conferences, and providing guest speakers at parent meetings
* When a family is in need of services we assist the family, they are referred to an agency in the community for services. Our coordinator follows up on the referrals and their goal setting process through the daily communication with the families.
* The program partners with Early Childhood Intervention (ECI) program to facilitate identification of children with disabilities and facilitate successful transition to early childhood.
* Our coordinator communicates with families who may not speak English by providing a translator at the intake process and have the intake paperwork in their language.
* The program continues to partner with the Community Grant to offer language classes to approximately 60 Spanish Speaking Adults twice weekly. The classes are a direct result of our survey/needs assessment.

Weaknesses: Parent participation at meetings continues to be a challenge.

Plan of Action:

* Appoint Sub-committee of Policy Council to explore and recommend ways to improve parent attendance.
* Utilize parent surveys to determine additional ways attendance can be improved.
* Use student awards at meetings to encourage partent participation.

Education and Early Childhood Development Services

The area of Education was conducted by Judy Evans, Director and Jamera Williams, parent. The assessment was made by on site observation, completion of the Program Self-Assessment booklet, and conversations with Sherry Fair, Education Coordinator.

Individualization

Strengths

* A review of files shows substantial evidence of individualized planning.
* Our 2014 HSKI-C Federal Review indicated no findings in this area. The 2011 Review rated all classrooms using the CLASS (Classroom Assessment Scoring System. The review rated our teachers above the national average in all domains.
* Our program uses the Galileo database and assessment system. Galileo provides feedback for individualized attention while also tracking progress to drive instruction. Students are tracked on an ongoing basis and formally assessed three times a year.
* The Education Coordinator provides effective one on one mentoring to assist with behavior management and increase student performance.
* Professional Learning Communities (PLC’S) are utilized weekly and allows collaboration and crossover between school and home.
* The Education Coordinator and Head Start Director are certified CLASS raters and provide onsite CLASS training to empower staff to meet rigorous Head Start teaching standards.
* Hunt County Head Start leads in technology with a lab at each center and a promethium board in every classroom at all three centers. All teachers have IPADS. The Commerce site has an IPAD station for Head Start students. Parents also have access to a parent lab and a computer lab. Students at the LP Waters have at least one student IPAD per classroom to enhance individual progress.
* The classroom environments are print rich with interactive letter and vocabulary walls.
* Families have the opportunity to be involved in the lesson planning process through Professional Learning Communities. This planning happens on a weekly basis.
* The Education Coordinator is highly visible and available to all three sites. She communicates frequently personally, by phone or email to ensure success.

Weaknesses

Daily greeting individual students as they arrive is not consistent across all three sites.

Plan of Action:

Fall Head Start training will specifically include the requirement to greet arriving students daily.

Walkthroughs will provide tracking data to ensure accountability.

Curriculum and Assessment

Strengths

* The 2015 HSKI-C Federal Review indicated no findings in this area
* \*Our curriculum is research-based and correlated with the Head Start outcomes and Pre-K guidelines. The outcomes and guidelines specifically address oral language, literacy and school readiness domains.
* The 2011 Federal Review rated all classrooms using the CLASS (Classroom Assessment Scoring System.) Our teacher ranked above the national average in all areas. The teachers are monitored used the CLASS system weekly by our CLASS reliable raters.

Our next Federal CLASS review will be 2016.

* Curriculum planning is done weekly with participation of parents and teachers.
* Galileo tracks progress and provides feedback for planning and individualization.
* Although each site uses a curriculum selected by its district, all sites use the same assessment system. All curriculums and assessments are aligned to pre-K and Head Start standards. All sites are closely monitored, evaluated and supported by the same education coordinator.

Child Outcomes

Strengths:

* Our 2014 HSKI-C Federal Monitoring review indicated no findings in this area.
* The Education Coordinator evaluates the education component by using child outcomes data and makes changes accordingly.
* Galileo is an effective system for recording results of child outcome measurement so they can be analyzed effectively.

Weaknesses:

Although our Science scores have improved, further improvement is needed.

Plan of Action:

Develop STEM (Science, Technology, Engineering and Mathematics) Labs at all 3 centers.

Specifically collaborate/share with center principals to facilitate ongoing planning/budgeting for Science activities.

Enrollment, Recruitment, Selection, Eligibility, and Attendance

Assessment of the area Enrollment, Recruitment, Selection, Eligibility, and Attendance was conducted by Toni Royall, Health and Disabilities Coordinator, Dr. Kim Butcher, Governing Body Liaison and Pat Park, Community Representative. The assessment was made by on site observation, completion of the Program Self-Assessment booklet, and an interview with Elaine Harrison, Community Partnerships Coordinator. This interview took place in a regular policy council meeting with a quorum present. Attendance, enrollment process, enrollment reports, and recruitment efforts were reviewed as part of the self-assessment process.

Strengths

* Getting the correct documentation and verifying income documents and birth verification.
* Monitoring capability with Galileo and to know immediately what the attendance and enrollment is.
* Parent Surveys indicate excellent communication at all three centers.
* Good Communication with other management staff and Executive Director
* In addition to Galileo for Head Start, Hunt County Head Start has access to “Skyward” which monitors attendance/enrollment for all three sites.
* Head Start Attendance is above 90% average at all three sites.
* A three year old Pre-K program is available at the LP Waters Center.

Weaknesses:

There are no weaknesses indicated at this time. Hunt County Head Start will follow the 2015 guidelines regarding enrollment qualifications to further strengthen enrollment standards/procedures.

Management Systems

The program design and management self-assessment was conducted by Toni Royall, Health and Disabilities Coordinator, Dr. Kim Butcher, Governing Body Liaison and Pat Parker, Community Representative. The assessment was made by on site observation, completion of the Program Self-Assessment booklet, and a personal interview with Judy Evans, Director of Head Start.

Communication

Strengths

* Intercom announcements are made each morning. Faculty meetings are held weekly at regular times. Newsletters go home weekly. Email is used daily.
* An interpreter is immediately accessible to interact with Spanish speaking parents who come to the office or who telephone.
* Family Service Workers meet regularly with the Community Partnerships Coordinator.

Reports, federal policies program plans; policies etc. are shared in a timely manner.

* Community and parent surveys are used to enhance two-way communication.
* The information collected through the Family Partnership Agreement (FPA) increase communication between the parent and program.
* An automatized telephone system gives out messages in English and Spanish regarding important information such as parent meetings, school closings etc.
* Facebook ( a 2013 recommendation) is now utilized at all three centers to enhance communication on a daily basis.

Weaknesses:

The Head Start Website is available but needs further development in the way of parent links and more links to various reports, including enrollment requirements/procedures.

Human Resources:

Strengths:

* Our 2011 Federal Monitoring review indicated no findings in this area.
* All teachers are highly qualified with a B.A. or Masters in Early Childhood Education.
* All assistants have a CDA or are in the process obtaining a CDA (Childhood Developmental Associate) or have a four year degree associated with early childhood.
* New Assistants without a CDA will start their CDA Fall 2014.

Weaknesses:

Hunt County Head Start needs a systematic plan for training new employees who miss in-service training activities.

Hunt County Head Start would benefit from a policy and procedures manual that combines Head Start and ISD requirements in one document.

Plan of Action:

The coordinators will collaborate to form a training plan to meet all areas of requirement. By Fall, 2015, new employees will complete the plan within the first 30 days of employment.

The director will ensure that an updated policy council manual is compiled and then approved by the policy council by end of year 2016.

Facilities, Materials, Equipment, and Transportation

\*Our 2015 HSKI-C Federal Review indicated no findings in this area.

\*These areas meet or exceed State and Federal Guidelines for School Districts and Head Start Programs according to ADA and health and safety checklists. The parking lot and fire alarm systems will be updated/completed by Summer 2015.

Governance

Strengths

* Our 2011 Federal Monitoring review indicated no findings in this area.
* There is a formal structure of shared decision making that assures quality service.
* A monthly Director’s Newsletter now serves to further enhance ongoing communication to all stakeholders, including the governing body.
* The director regularly provides written reports and verbal presentation as needed to the governing body.

Planning

Strengths

Ongoing planning is directly based upon data with multiple sources of input, including our ongoing reviews.

Weaknesses

No weaknesses were found in this are

Fiscal

Strengths

Our 2015 HSKI-C Federal Review determined all areas of finance to be in compliance.

Our most recent Greenville ISD finance audit had no findings.

Special Services

Mental Health

Strengths

* Our Federal Monitoring review indicated no findings in this area.
* Hunt County Head Start is privileged to have Certified Counselor who also has a Masters in Early Childhood as the mental Health Coordinator.
* The Mental Health Coordinator observes each Head Start student and documents concerns noted or expressed by teacher or staff.
* \*Referrals are made to appropriate Mental Health Resources with individualized follow-up.
* Our Mental Health Coordinator provides verbal and written information at parent meetings to address stress, separation issues and developmentally appropriate behaviors.

Weaknesses

No weaknesses were noted.

Disabilities

Strengths

* Hunt County Head Start consistently has the required 10% of Head Start Children with Disabilities.
* Data is entered in Galileo and on paper tracking systems.
* Our Disabilities Coordinator serves directly on our Student Success Team (SST) and assists staff in developing appropriate interventions and or referrals for testing.
* Our Disabilities Coordinator attends the Admission/Review/Dismissal (ARD) meetings and helps design the Individual Education Plans (IEP).

Weaknesses-

* Head Start referrals for disabilities needs a more formalized tracking system.

Plan of Action:

* The disabilities coordinator will collaborate with the Head Start Director and Independent School Districts to further specify Response to Intervention, 504 referral procedures in the Head Start manual by September 2015.