Hunt County

Head Start

Self Assessment

2015-2016

# 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 | Pat Parker, Pat Bowman Community Representatives  Vanessa Woods, Health Services Coordinator |
| **Education and Early Childhood Development**  Sherry Fair,  Education Coordinator | Judy Evans, Director  Trena Stafford, Governing Body Liaison |
| **Fiscal Management**  Billy Myers  Chief Financial Officer  Judy Evans, Director | Pat Parker, Pat Powman Community Representatives  Vanessa Woods, Health Services Coordinator |
| **Family Community Partnerships**  Elaine Harrison, Community  Partnerships Coordinator | Sherry Fair, Education Coordinator  Sheila Cannington, Parent |
| **Disabilities and Mental Health**  **Toni Royall**  **Mental Health/Disabilities Coordinator** | Elaine Harrison, Partnerships Coordinator  Natasha Seim, Parent |
| **ERSEA**  Elaine Harrison, Community Partnerships Coordinator | Sherry Fair, Education Coordinator  Sheila Cannington, Parent |
| **Health Services**  **Nutrition Services**  **Safe Environments**  Vanessa Woods, LVN.  Health and Nutrition Coordinator | Toni Royall, Disabilities Coordinator  Meagan McCowan, Parent/Policy Council President |

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Health and Nutrition Services; Safe Environments

The Health Self-Assessment was conducted by Toni Royall, Disabilities Coordinator and Meagan McCowan, parent. The assessment was made by on-site observation, completion of the Program Self-Assessment booklet, and interviews 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.
* Data regarding obesity reflects a reduction in overall obesity in students.

Weaknesses: None Noted.

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.

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* Copies of health information are documented in Skyward, Galileo and also filed in the family service workers chart.
* Good communication between staff and parents.

Weaknesses:

* LP Waters continues to share a nurse with another facility.
* There is a formalized tracking system for health paperwork in place. (Goal from 2014-2015 self assessment)
* Additional assistance to complete required paperwork/documentation is recommended.

Plan of Action:

* Continue to state need for full-time nurse. Use Nursing Director for emergencies.
* Inform GISD of the need for additional personnel for paperwork/health documentation.

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.

Strengths:

LP Waters has a new parking lot which has eliminated the need to walk across the busy highway. (Goal 2013 and 2015 Self-Assessment)

Weaknesses: None Noted.

Family Community Partnership

Assessment of the Family Community Partnership area was conducted by Sherry Fair, Education Coordinator and Sheila Cannington, parent. The assessment was made by on- site observation, completion of the Program Self-Assessment booklet, and interviews with Elaine Harrison, Community Partnerships Coordinator.

Strengths

* Our 2015 HSKI-C Federal Review determined all areas to be in compliance.
* The program builds trusting relationships with parents and family members.
* Our annual Father-Daughter Dance is well attended.
* The Watch Dog program is off the ground and growing. (Father Volunteer Program)
* 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 or 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.
* Despite many efforts, we still need to find a more effective way to show the benefits of the Head Start program in its entirety.

Plan of Action:

* Utilize parent surveys to determine additional ways attendance can be improved.
* A new brochure will be developed to better inform parents of the scope and benefits of our Head Start program. The brochure will be given out at registration and at the first meeting of the 2015-2016 year.
* Use student awards at meetings to encourage parent participation.
* Visit other programs on site and or online to find more successful communication methods.
* Increase home to school connections in the areas of literacy with family read nights etc.

Education and Early Childhood Development Services

The area of Education was conducted by Judy Evans, Director and Trena Stafford, Governing Body Liaison. 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 ranked 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 three student IPADS per classroom to enhance individual progress.
* The classroom environments are print rich.
* 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 visible at and available to all three sites. She communicates frequently personally, by phone or email to ensure success.
* Individualization plans are clearly marked and posted for lesson plans on a weekly basis.
* Small groups, based on ongoing data, are in place in every classroom.

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 teachers ranked above the national average in all areas. The teachers were monitored using the CLASS appraisal system by certified 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.
* 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.
* Ongoing data disaggregation is in place to effectively monitor child outcomes and proved interventions as needed for success.

Weaknesses:

Teachers will ensure students increase their ability to listen, understand and express language. Increasing vocabulary is a goal across all areas.

Plan of Action:

* + Teachers will increase the opportunity for conversations in all aspects of school
  + Teachers will purposefully note and teach the vocabulary lessens available in our curriculum.
  + Staff development will include ongoing training in effective use of word and letter walls.
  + Teachers will be held accountable for us of work and letter walls in all walkthroughs and evaluations.

Enrollment, Recruitment, Selection, Eligibility, and Attendance

Assessment of the area Enrollment, Recruitment, Selection, Eligibility, and Attendance was conducted by Sherry Fair, Education Coordinator and Sheila Cannington, parent. 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.
* There is a continuous waiting list for students to enroll. Parents express confidence in and desire their children to be enrolled in our program.

Weaknesses:

Based on a significant waiting list, there is a need for additional 3- year old classes at LP Waters.

Plan of Action: Recommend additional 3- year old classes to the district.

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Management Systems

The program design and management self-assessment was conducted by Vanessa Woods, Health Services Coordinator and Pat Bowman, 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.

Internal systems for communicating results of speech tests and compliance of speech testing within the 45 day limits need to be further assessed to ensure compliance.

Plan of action:

* Expand the work we have done at the LP Waters website. Collaborate with Commerce and Quinlan to include information on their website also.
* The director will standardize the reporting procedures of speech testing results at each site.

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 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 are complete. (per 2014-2015 self-assessment recommendations.)

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 enhances 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 area.

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.

Recommendations: Although salaries exceed the In Kind amount, we will specify which salary areas will be used on the next grant application.

Special Services

The Special Services Self-evaluation was conducted by Elaine Harrison, Partnerships Coordinator, and Natasha Seim, parent. The assessment was made by on-site observation, completion of the Program Self-Assessment booklet, and a personal interview with Toni Royall, Disabilities Coordinator.

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: More collaboration/effective communication is needed to ensure timely Special Education Referrals.

Plan of Action:

* Collaborate with the District to ensure effective response to intervention plans are in place and adequately documented.
* Communicate with the district to ensure true child finds are assessed in a timely manner without unnecessary paperwork requirements.