



PROGRAM SELF-ASSESSMENT PROCESS OUTLINE

JANUARY 11, 2011

PREPARING

- Develop a Self-Assessment Team.
- Select a self-assessment instrument and developed a time line.
- The team will consist of staff, Policy Council representatives and community Representatives.
- Consult with and seek approval of the self-assessment process from the Policy Council.

ENGAGING

The teams will utilize the FY 2011 Office of Head Start Monitoring Protocol Guides to assess 11 program areas including:

Health Services	Family and Community Services
Nutrition Services	Education & Early Childhood Development
Safe Environments	Fiscal Management
Transportation Services	Program Design and Management
Disabilities Services	Eligibility, Recruitment, Selection and
Mental Health Services	Attendance

The team will also review monitoring reports from internal and external sources.

The teams will:

- complete checklists and observations;
- review written policies, procedures and files; and,
- interview the Director, Program Managers, Program Staff, Teachers, Parents, and Community Representatives.

The teams will identify:

- areas of program strengths;
- areas of non-compliance; and,
- additional items for consideration.

ANALYZING

- Finalize the self-assessment.
- Review and summarize the results.
- Clarify areas identified as needing improvement.
- Present the review to the Policy Council and Board of Directors.

STRENGTHENING

- Develop and implement a plan to address areas of non-compliance.
- Include results in program planning including the training and technical assistance plan.
- Distribute and present completed self-assessment.
- Continue the process of program assessment and improvement.

2011 SELF ASSESSMENT TIME LINE

January 11	Begin Planning
February 8	Consult with and seek approval from Policy Council
March 8	Train Self-Assessment Team
March 8 to April 12	Complete Interviews, Reviews, & Observations
March 8 to April 29	Team to Review Progress and Compile & Analyze Results
April 29 to May 10	Design Program Improvement Plan
May 10	Present Results to Policy Council
May/June	Present Process & Summary to Board of Directors
Ongoing	Implement Program Improvement Plan and address areas identified as needing improvement Utilize results in program planning



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MEETING AGENDA
SELF ASSESSMENT TRAINING
April 5, 2011, 11:30 a.m. to 12:45 p.m.

ITEM

1. Welcome and Introductions
2. Review Agenda & Sign Confidentiality Statement
3. Purpose of the Self Assessment
 - Head Start Performance Standards
 - What is a Self Assessment & the Four Stages
4. Overview of Program & Review Last Assessment
 - Organizational Chart & Enrollment
 - 2010 Self Assessment Report to the Policy Council
 - 2010 Federal Review
 - Head Start Plans and Procedures
5. Review Components of the Self Assessment
 - Process Outline and Timeline
 - OHS Monitoring Protocol Guides: Interviews, Observations & Checklists
 - 2011 Self Assessment Assignments / Teams
6. Select Interviews, Checklists and Observations
7. Review Dates:
 - Meet as a team to review Interviews, Checklists & Observations and complete core questions.

 - Present compiled findings to Policy Council.
8. Adjourn



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Head Start

2011 PROGRAM SELF ASSESSMENT REPORT TO THE POLICY COUNCIL

Having completed the process approved by the Policy Council and presented to the Board of Directors, the Self Assessment team is pleased to report the results of the 2011 Head Start Self Assessment.

The Self Assessment team was comprised of:

1.	Vickie Lester	PC & Parent Rep - Hillcrest
2.	Erin Dollinger	PC & Parent Rep - Bell
3.	Anne Johnston	PC & Parent Rep - Estes
4.	Ginger Dixon	PC & Parent Rep - Haw Creek
5.	Michelle Howard	PC & Parent Rep - Burton
6.	Stacey Bailey	PC & Community Rep-Smart Start
7.	Marcia Saltz	PC & Community Rep-BCHC
8.	Susan Travers	PC & Community Rep-BC Schools
10.	Leslie Blaylock	Community Rep - EHS-MACAF
11.	Gloria Mobley	Community Rep - EHS-ACPS
12.	Kaye Swartzentruber	Health Staff Rep
13.	Marcia Bacoate	Family Services Staff Rep
14.	Amelia Garcia	Family Services Staff Rep
15.	Teri Bowers	Education Staff Rep
16.	Janice Heatherly	Finance Staff Rep
17.	Brian Repass	CFCP Admin Team Rep

The Self Assessment process began in March 2011 (due to weather-related Policy Council meeting cancellations) and was completed in June 2011. The team was tasked with reviewing the Head Start program's compliance with the Head Start Performance Standards (Performance Standards) and effectiveness and progress in meeting program goals and objectives. The program is in the process of reviewing the Self Assessment and using the results in program planning for the 2011-2012 school year.

The team utilized the FY 2011 Office of Head Start Monitoring Protocol Guides to assess 11 program areas including:

Health Services	Family and Community Services
Nutrition Services	Education & Early Childhood Development
Safe Environments	Fiscal Management
Transportation Services	Program Design and Management
Disabilities Services	Eligibility, Recruitment, Selection, Enrollment & Attendance
Mental Health Services	

The team participated in Self Assessment training, observed classrooms, reviewed written policies, procedures and files, and interviewed CAO Administrative Staff, the Head Start Director, Program Managers, Teachers, Parents, Community Representatives, Policy Council and Board members. The team shared, discussed and analyzed the results of their inquiry as a group throughout the process. The team identified program strengths. These are areas where the program is exceeding goals and Performance Standards. The team also identified any areas where the program is in non-compliance or not meeting program goals.

The team is pleased to report that no areas of non-compliance were found during this Self Assessment.

1. Health Services

The Health Services section of the protocol is divided into five guides:

1. Health Document Review
2. Health Coordinator and Content Area Expert Interview
3. Health—Child File Review
4. Health Coordinator and Content Area Expert--Staff File Review
5. Health Service Area Summary Analyses

Program Strengths

- ✓ The Program has knowledgeable, experienced health staff have a comprehensive tracking system to manage health services for children.
- ✓ Evidence of strong teamwork within the Health staff, and between Health staff and other program areas.
- ✓ Ongoing, regular monitoring of children’s health records follows all State guidelines and Head Start regulations.
- ✓ The program has strong partnerships within the community to assist with child health including Child Care Health Consultants, Dentists, Content Area Expert, and Mental Health Consultant.
- ✓ Program utilizes Child Plus to track child health which allows for timely monitoring of child health records.

Areas of non-compliance?

- None

2. Nutritional Services

The Nutritional Services section of the protocol is divided into six guides:

1. Nutrition Document Review
2. Nutrition Coord. & Content Area Expert
3. Food Preparation Staff Interview
4. Nutrition - Child File Review
5. Nutrition Coord. & Content Area Expert
6. Nutrition Service Area Summary Analyses

Program Strengths

- ✓ Program serves children with disabilities, allergies and food needs through a comprehensive dietary review process that begins with a parent input.
- ✓ Program utilizes the USDA Child and Adult Care Food Program.
- ✓ Nutritionist uses information from parents, teachers, cafeteria staff, Head Start supervisors and LEA Nutrition Services Management to review meal processes and procedures.
- ✓ Nutritionist uses information from parents, teachers, and cafeteria staff to develop menus.
- ✓ Program employs Nutritionist who is a State licensed Registered Dietitian and keeps up with education and training requirements.

Areas of non-compliance?

- None

3. Safe Environments

The Safe Environments section of the protocol is divided into eight guides six of which apply to the CAO Head Start program:

1. Health & Safety Center-based Obs.
2. Safe Environments Center-based Checklist
3. ~~Health and Safety Family Child Care Setting Observation~~
4. ~~Safe Environments Family Child Care Setting Checklist~~
5. Safe Environments Document Review
6. Facilities Coordinator Interview
7. Facilities Coordinator—Staff File Review
8. Safe Environments Service Area Summary Analyses

Program Strengths

- ✓ Program is reviewed by many organizations including, DCDEE State licensing, health department, Fire Marshall, ECERS, CLASS, Education Supervisors, Nutritionist, and More at Four monitors.
- ✓ Hand washing is done frequently and thoroughly.
- ✓ Classroom staff maintains visual supervision of children at all times.

Areas of non-compliance?

- None

4. Transportation Services

The Transportation Services section of the protocol is divided into six guides:

1. Transportation Document Review
2. Transportation Coordinator Interview
3. Bus Inspection
4. Bus Driver & Bus Monitor Interview
5. Transportation Coordinator—Staff File Review
6. Transportation Service Area Summary Analyses

Program Strengths

- ✓ The program use of checklists for children getting on and off the bus helps to ensure appropriate supervision and monitoring.
- ✓ The program ensures that children are dropped off with the right person (only people on the release form), and at only the approved stops.

Areas of non-compliance?

- None

5. Disabilities Services and 6. Mental Health Services

The Disabilities Services section of the protocol is divided into five guides:

1. Disabilities Document Review
2. Disabilities Coordinator and Content Area Expert Interview
3. Disabilities—Child File Review
4. Disabilities Coordinator and Content Area Expert—Staff File Review
5. Disabilities Service Area Summary Analyses

The Mental Health Services section of the protocol is divided into four guides:

1. Mental Health Document Review
2. Mental Health Coordinator and Content Area Expert Interview
3. Mental Health Coordinator and Content Area Expert—Staff File Review
4. Mental Health Service Area Summary Analyses

Program Strengths

- ✓ High quality systems are in place and used regularly
- ✓ Program provides an excellent support structure for families.
- ✓ Great communication between Health and Education program areas.
- ✓ Transition plans for children with IEP's are comprehensive and supportive of the children and families.
- ✓ Excellent knowledge of community resources to help children and families.
- ✓ Teachers are provided with high quality training to address behavioral issues.
- ✓ Program utilizes multiple tools that support children, families, and staff needs around special needs such as Creative Curriculum, ChildPlus, and Second Step.

Areas of non-compliance?

- None

7. Family and Community Services

The Family and Community Services (FCS) section of the protocol is divided into eight guides:

1. Family and Community Partnerships Document Review
2. Family and Community Partnerships Coordinator, Parent Involvement Coordinator and Content Area Expert Interview
3. Family and Community Partnerships Staff Interview
4. Parent Interview
5. Family and Community Partnerships—Child File Review
6. Family and Community Partnerships Coordinator, Parent Involvement Coordinator and Content Area Expert—Staff File Review
7. Family and Community Partnership Staff—Staff File Review
8. Family and Community Partnerships Service Area Summary Analyses

Program Strengths

- ✓ The Program talks with families regularly and providing them with information throughout the year.
- ✓ Family Service staff work with families to develop a Family Partnership Agreement within the goal setting process and meets with the families throughout the year.
- ✓ Family Service collaborates strongly with the two Early Head Start agencies in the community through coordination of trainings for staff and parents, serving on each others committees and organizing transition activities throughout the year.
- ✓ Family Service staff utilize a number of ways to stay up-to-date on current community services and Head Start changes including regular staff meetings and training webinars.
- ✓ Bi-lingual staff and interpreters help to communicate with families with Limited English Proficiency.

Areas of non-compliance?

- None

8. Education and Early Childhood Development

The Education and Early Childhood Development (ECD) Services section of the protocol is divided into 13 guides, eight of which apply to the CAO Head Start program:

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|---|---|
| 1. Education & Early Childhood Development Preschool Classroom Obs. | 10. Education & Early Childhood Development Coordinator & Content Area Expert Interview |
| 2. Education & Early Childhood Development Infant & Toddler Classroom Observations | 11. Education & Early Childhood Development Coordinator & Content Area Expert—Staff File Review |
| 3. Teacher Interview | 12. Staff File Review—Preschool Teacher, Infant & Toddler Teacher, Family Child Care Provider, & Home Visitor |
| 4. Education & Early Childhood Development Child Files | 13. Education & Early Childhood Development Service Area Summary Analyses |
| 5. Family Child Care Setting Observations | |
| 6. Family Child Care Provider Interview | |
| 7. Home Visit or Socialization Observation | |
| 8. Home Visitor Interview | |
| 9. Education & Early Childhood Development Document Review | |

Program Strengths

- ✓ Ongoing assessment with children throughout the school year that assists in the planning of individualized goals. The program uses the Brigance and Creative Curriculum.
- ✓ Program uses a pilot project approach to adapting new tools including Gold Assessment, CLASS and CSEFEL.
- ✓ Curriculum goals are aligned with the State standard course of study goals and objectives which support school readiness.
- ✓ Most teachers education are above and beyond education requirements: 90% have BA degrees and over 50% have B-K Licenses. The program uses funding from More at Four

funding, NC T.E.A.C.H. and Smart Start SFQ to assist with education costs and to cover increased salaries.

- ✓ The Program has a strong training component which utilizes the NC Office of Early Learning Teacher Licensure Unit, webinars, pre-service, in-service and other training opportunities.
- ✓ Offered Spanish language class to staff to increase ability to communicate with families. Program has developed a document with key words and phrases in Spanish to help communicate with families prior to needing an interpreter.
- ✓ Great communication with families allows for a lot of family input into classroom activities. The Program communicates with families during daily child pickup/dropoff, at home visits, and through progress reports, newsletters, center parent committee meetings and Policy Council.
- ✓ All sites are NC state licensed as 5 Star centers and each site participates in the NC More at Four Pre-Kindergarten Program.

Potential Areas of non-compliance?

None

9. Fiscal Management

The Fiscal Management section of the protocol is divided into eleven guides:

1. Fiscal Pre-site Document Review
2. Fiscal Document Review
3. Fiscal Officer Interview
4. Fiscal Observations
5. Transaction Guide-Journal Entries
6. Transaction Guide-Payroll
7. Transaction Guide-Non-Personnel Costs
8. Transaction Guide-Non-Federal Share
9. Transaction Guide-Facilities
10. Fiscal Officer-Staff File Review
11. Fiscal Management Summary Analyses

Program Strengths

- ✓ Exemplary fiscal data management system.
- ✓ Incredible knowledge base and history of experience in fiscal management totaling over 50 years.
- ✓ Finance department has the right combination of staff in terms of knowledge, experience and education as well as leadership styles.
- ✓ Employee evaluation is proactive rather than adversarial and fosters professional development and growth.
- ✓ Internal and external controls for fiscal management are right on target, transparent and are constantly monitored to ensure controls are in compliance.
- ✓ Human resources related fiscal practices (confidentiality, information ect.) are stellar.
- ✓ Fiscal management system clearly reflects and supports the program and vice-versa.
- ✓ Succession strategies for management staff have been developed and staff have been cross-trained to cover all fiscal areas.

Areas of non-compliance?

None

10. Program Design & Management

The Program Design & Management (PDM) section of the protocol is divided into seven guides:

1. Program Design & Management Pre-site Document Review
2. Program Design & Management Document Review
3. Governing Body Member Interview
4. Policy Council/Policy Committee Member Interview
5. Head Start/Early Head Start Director Interview
6. Staff File Review—Head Start/Early Head Start Director & Bus Driver
7. Program Design & Management Summary Analyses—Human Resources, Staff Communication, Planning, Record Keeping, Reporting, Program Governance, Ongoing Monitoring, & Program Strengths

Program Strengths

- ✓ There are performance appraisals and professional development plans in place for classroom/non-managerial staff that can lead to merit increases for the “Best of the Best”.
- ✓ They are meeting the education mandate for teachers to have degrees
- ✓ Very experienced leadership team-minimal turnover
- ✓ Comprehensive system for conducting self assessment
- ✓ There are numerous systems in place throughout the agency that provide fairly comprehensive reports - real time budget; attendance; meals served; Health Services; and the capability to pull data from ChildPlus
- ✓ Most of this information is linked electronically - ie: a strong IT system
- ✓ T/TA plans are effective - ie: staff education, OLE, ELL are being met
- ✓ Every HS site is represented on Policy Council
- ✓ HS teaching staff are provided a comprehensive pre-service

Recommendation for Program Design and Management

- ✓ Share the Agency Annual Report with outgoing and incoming Policy Council

Areas of non-compliance?

- None

11. Eligibility, Recruitment, Selection, Enrollment & Attendance

The Eligibility, Recruitment, Selection, Enrollment & Attendance (ERSEA) section of the protocol is divided into five guides:

1. ERSEA Document Review
2. ERSEA Coordinator Interview
3. Age/Income Eligibility Review Form
4. ERSEA Coordinator—Staff File Review
5. ERESEA Service Area Summary Analyses

Program Strengths

- ✓ Family Service Associates recognize the need within the community to serve LEP children and families.
- ✓ Program has adjusted application review and data input process to ensure accuracy.

- ✓ This Head Start is in full compliance in all areas as seen by the results of their efforts with full enrollment and waiting lists, as well as meeting all of requirements such as income, disabled and ESL children.
- ✓ The Program is able to identify changing demographics in the community and then utilize staff and other tools necessary to recruit, specifically the Hispanic community.
- ✓ The Family Service Associates show a huge strength in their ability to get to know their families and provide a variety of resources to them to keep the children enrolled in Head Start as well as providing a stable home for the children. They work together and with the communities resources to provide as much for our families as we possibly can.

Areas of non-compliance?

- None