

# Self-Assessment Report 2016-2017



## TCOC Head Start/Early Head Start Program

“He loves going to school and learning and playing with friends”

-Wyoming HS Parent



TCOC Head Start  
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# **TCOC Head Start/Early Head Start Program 2016-2017 Self-Assessment**

## **The Process**

Throughout the course of the 2016-2017 year, the Tri-County Opportunities Council Early Head Start/Head Start Program conducted their annual self-assessment, placing great importance on the gathering and analysis of data. The process for observations, on-going monitoring, data collection and the analysis of such remained consistent with that of the previous year. While our Self-Assessment process continues to evolve and additional data is both collected and analyzed, the following document provides a thorough representation of the services provided to pregnant women, infants, toddlers, pre-school aged children and their families.

The following pages outline the process in regards to timeframes, data collected and team participation.

## Tri-Counties Opportunities Council Head Start/Early Head Start

### 2016-2017 Self-Assessment

**Procedure:**

The established process for our Self-Assessment was discussed amongst all members of the Central Staff team, resulting in clear direction being provided regarding the approach and responsibilities of all involved. Documentation in each component area such as checklists, observations, analysis of data recorded in the Child Plus Data system, parent surveys and system reviews were used when preparing for the annual Central Staff Retreat held in July of 2016. Prior to the retreat, all members of Central Staff were asked to develop visual aids that helped support the issues and/or ongoing events that occurred throughout the year in each component area. A portion of the retreat focused on the sharing of such visual aids and led to substantial and necessary discussion regarding program service and support. In addition, the program’s 5-Year project period goals, established in December of 2014, were discussed in great detail. The development of such goals, allowed for continued discussion regarding advancement and continued program improvement.

Service Area	Documents
<b>Education</b>	<ul style="list-style-type: none"> <li>-CLASS Tool/Results of CLASS Observations</li> <li>-Education Checklist/Quick Check</li> <li>-Health and Safety Screener</li> <li>-Health and Safety Checklist (Modified)</li> <li>-GOLD Curriculum Monitoring and Feedback</li> <li>-GOLD Online Child Assessment Tool/Reports</li> <li>-Reflective Supervision</li> <li>-Site Supervisor Feedback</li> <li>-Questions and/or Roundtables at In-Services</li> <li>-Staff Questionnaire’s: Self-Assessment Survey</li> <li>-Parent Feedback</li> </ul>

Service Area	Documents
<b>Health and Nutrition</b>	<ul style="list-style-type: none"> <li>-Health and Safety Checklists</li> <li>-Observation and Feedback (Site Visits)</li> <li>-Parent Questionnaires</li> <li>-Health Packets and Letters (Return)</li> <li>-Nutrition Checklists and Menu Reviews</li> <li>-Lesson Plan Review</li> <li>-Healthy Family Plans/Baby Steps to Healthier Families (Family Wellness Goals)</li> </ul>

Service Area	Documents
<b>Mental Health and Disabilities</b>	<ul style="list-style-type: none"> <li>-Hearing and Vision Reports</li> <li>-Behavioral Screenings</li> <li>-Developmental Screenings</li> <li>-IEP and IFSP Monitoring</li> <li>-Child Plus Logging/Tracking</li> <li>-Social-Emotional Support Plan Tool</li> <li>-Classroom Observations</li> <li>-Management of Site Discussions</li> <li>-Staff Feedback</li> <li>-Allied Counseling Surveys</li> </ul>

Service Area	Documents
<b>Family Service</b>	<ul style="list-style-type: none"> <li>-Parent Engagement Event Observations</li> <li>-Home Visit (Recruitment/FPA) Observations</li> <li>-Review of FPA and Log Book</li> <li>-Policy Council Parent Questionnaire</li> <li>-Parent Questionnaires</li> <li>-End of the Month Reports</li> <li>-Statistical Data Analysis</li> <li>-Planning Sheets</li> <li>-Checklists/Monitoring Tools</li> <li>-Reflective Supervision</li> </ul>

Service Area	Documents
<b>Transportation</b>	<ul style="list-style-type: none"> <li>-Supervisor Safety Rides/Checklists</li> <li>-Bus Ride Observations (Staff, Parent, Board Members)</li> <li>-Monitoring Systems (Transportation Specialist)</li> <li>-Parent Survey</li> <li>-Daily Inspection Sheet (Completed by Driver)</li> <li>-Bi-Annual and Annual Safety/Brake Inspec.</li> <li>-Bi-Monthly Safety Training/Evaluation</li> <li>-Pedestrian Training Observation</li> <li>-Daily Sign Off Sheet (Written Attendance)</li> </ul>

Service Area	Documents
<b>ERSEA</b>	<ul style="list-style-type: none"> <li>-Child Plus Data Reports/Attendance Reports</li> <li>-Family Service Tracking Forms</li> <li>-Recruitment Plan/ERSEA Process Analysis</li> <li>-Revised Application for Services/ERSEA Manual</li> </ul>

## Self-Assessment Team

Education	Jenine Patty-Anderson: Education Manager Becky Dieterle: Education Specialist Teesha Keen: Practice Based Coach
Health and Nutrition	<b>Kris Franks: Program Operations Manager</b> <b>Carol Cravatta: Health Specialist RN</b> <b>Autumn Wade: Health Specialist RN</b> <b>Jenny Geer: Nutrition Specialist</b> <b>Missy Capp: Health Assistant</b> <b>Melanie Davis: Health Assistant</b>
Family Service	<b>Rachael DeSpain: Family and Community Service Manager</b> <b>Melissa Mital: Southern Family Specialist</b> <b>Kelsey Moersch: Northern Family Specialist</b>
Mental Health/Disabilities	<b>Jenine Patty-Anderson: Education Manager</b> <b>Jaime Maloney: Disabilities Specialist</b>
Transportation	<b>Anne Metcalf: Transportation/Facility Specialist</b>
Program Design/Management	<b>Jill Calkins: HS/EHS Director</b> <b>Amanda Schommer/Office Manager</b>
Fiscal	<b>Jill Calkins: HS/EHS Director</b>
Facilities, Materials, Equipment	<b>Anne Metcalf: Transportation/Facility Specialist</b> <b>Jill Calkins: HS/EHS Director</b>
Supporting Cast (All Areas)	<b>Members of Policy Council</b> <b>Board Members</b> <b>Program Staff</b>



**Tri-County Opportunities Council  
Head Start/Early Head Start Program  
2016-2017 Self-Assessment**

**Summary of Findings**



Throughout the course of the 2016-2017 year, the Tri-County Opportunities Council Head Start/Early Head Start Program conducted their annual self-assessment. The subsequent pages provide a summary of the strengths identified in each component area. Also highlighted are the areas in which the program believes continued progress and enrichment can occur. This information was used by program managers and specialists to identify program improvement initiatives, target training, offer additional staff support, heighten services to program families, forge stronger collaborative partnerships and determine future steps to include in the 5-year project period goals.

**Child Education and Health Services**

	<u>Strengths</u>	<u>Opportunities for Growth</u>
<b>Education</b>	<ul style="list-style-type: none"> <li>-Children showed significant growth in all areas of School Readiness, including Math which showed an increase of 31% of children who, since fall, are now meeting or exceeding widely held expectations</li> <li>-Our Fall Child Outcome baseline percentages were significantly lower than in previous years, however our percentage of growth throughout the year were slightly higher.</li> <li>-Purchased math materials for the classrooms based on current math outcomes</li> <li>-CLASS scores were higher than or just slightly below the 2015 National Average</li> <li>-Despite staffing challenges, this year we were able to manage more consistency with CLASS observations</li> <li>-The Practice Based Coach program was in its 2<sup>nd</sup> year and continued to be well received by participants</li> <li>-Health reported communication sheets completed and are returned at a more consistent rate than previous years</li> <li>-Education checklists came in completed and with minimal follow-up</li> <li>-Minimal follow up was marked incomplete on Education follow-Up</li> <li>-Site Supervisors attended and participated in two meetings on improving staff attendance</li> <li>-Explored several new venues for recruiting qualified applicants, including scheduling Head Start Job Fairs in several communities, being present at local College Job Fairs, using social media to promote job openings and posting on job search websites</li> </ul>	<ul style="list-style-type: none"> <li>-Re-establish School Readiness measurement criteria in order to more easily identify and recognize growth</li> <li>-Teaching staff to complete the Teaching Strategies, GOLD Basics modules</li> <li>- Teaching staff to complete the GOLD Interrater Reliability Certification</li> <li>-Provide opportunities for staff to understand and to begin to use their own classroom level data ie; Child Outcomes, Individual Child Assessment, CLASS scores, Staff Attendance Notes, Child Attendance, etc....</li> <li>-Develop and schedule training using the math materials purchased</li> <li>-With the addition of a second Practice Based Coach, we will be enhancing our Coaching program and building in additional support for Education Staff.</li> <li>-Provide training to recently promoted Site Supervisors on Reflective Supervision</li> <li>-Continue to improve upon the follow-up and return of Health Communication sheets</li> <li>-Continue to explore opportunities to recruit and hire qualified staff</li> <li>-Review and revise current Classroom/Staff Monitoring systems ie; Education Checklist, Lesson Plan Checklist, etc.....</li> </ul>

<b>Mental Health/Disability</b>	<ul style="list-style-type: none"> <li>-Improved behavior and continued child growth resulted from the implementation of Social Emotional Support Plans</li> <li>-Enriched communication between families and program staff occurred throughout the SESP process</li> <li>-Conscious Discipline information was distributed to program families</li> <li>-47 parents/guardians contacted the Allied Counseling Agency contracted by the program</li> <li>-Timely referrals were provided to families</li> <li>-Developmental Screenings were explained in detail to program families</li> <li>-Increased awareness of the Mental Health Services provided by Allied Counseling</li> <li>-10% or more of children served reported having a diagnosed disability</li> <li>-Training on Mental Health/Disability practices</li> <li>-Increased transportation support was provided to program families to ensure the successful completion of referrals</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to increase the number of completed hearing and vision follow-ups</li> <li>-Strengthen Mental Health process to better follow-up on parent referrals</li> <li>-Continue to explore and bring new training to staff that's focused on minimizing challenging behaviors</li> <li>-Increased presence at Early Childhood Community Screenings throughout all 9 counties</li> </ul>
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>-IMIL activities planned and implemented throughout all program options</li> <li>-290 out of 293 families felt setting healthier lifestyle goals was beneficial to them and their family as a unit</li> <li>-Newsletters contained the "Choosy Corner" and provided nutritional information to families</li> </ul>	<ul style="list-style-type: none"> <li>-Resources for completing On-line menus</li> <li>-Additional training on how to present BMI information to program families</li> <li>-Continue to implement the At-Home Physical Activity Calendars</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>- Launch of the TCOC Health Website</li> <li>-Innovative tools to communicate with program families was initiated</li> <li>-Positive Team Involvement</li> <li>-Health Team is available for questions and to offer support</li> <li>-Dental Clinics</li> </ul>	<ul style="list-style-type: none"> <li>-Receiving forms back from parents following appointments</li> <li>-Continue to find ways to support working families in getting their child's medical needs met</li> </ul>

## Family and Community Service

<u>Strengths</u>	<u>Opportunities for Growth</u>
<ul style="list-style-type: none"> <li>-A variety of high level support was offered by Family Service team</li> <li>-Timely Response provided to families</li> <li>-Awareness of Community Resources led to increased referrals being provided</li> <li>-3 Family Outcome Data Collections</li> <li>-Increased community initiatives (PR)</li> <li>Implementation of first ever TCOC EHS/HS PR Challenge</li> <li>-Increased Attendance at Family Engagement Events</li> <li>-Successful planning and implementation of program family engagement events</li> <li>-Newly formed community collaborations that led to increased sources of Non-Federal and Community Awareness of the program</li> <li>-Improved tracking and processing of program Non-Federal</li> </ul>	<ul style="list-style-type: none"> <li>-Formalize and Increase Parent Education during CC/Family Engagement Events</li> <li>-Continued and Enhanced Services provided to families experiencing homelessness</li> <li>-Establishment of specific, meaningful and individualized Family Goals</li> <li>-Continue to increase the skills of middle management in the areas of: communication and teamwork.</li> <li>-The need for Family Service staff to play a more active role in the development and implementation of Social Emotional Support Plans</li> <li>-Increased referrals and utilization of community transportation services for program families</li> <li>-Strengthen collaborative relations with pre-k programs and local school districts</li> </ul>

## Transportation

<u>Strengths</u>	<u>Opportunities for Growth</u>
<ul style="list-style-type: none"> <li>-Numerous daily Head Counts (Safety)</li> <li>-Maintenance of Buses (Drivers)</li> <li>-Relationships formed between transportation staff and program families</li> <li>-Overall Good Attendance</li> <li>-Increased knowledge of Bus Safety rules</li> </ul>	<ul style="list-style-type: none"> <li>-Have the Bus be an...extension of classroom</li> <li>-Age of Bus Fleet</li> </ul>

## ERSEA

<u>Strengths</u>	<u>Opportunities for Growth</u>
<ul style="list-style-type: none"> <li>-Modified and Detailed Application</li> <li>-Adherence to ERSEA Year-At-A-Glance</li> <li>-Recruitment Training (3 times a year)</li> <li>-Recruitment Training (30 days of initial hire)</li> <li>-Balanced Point System</li> <li>-Increased Collaboration w/School Districts</li> <li>-Creation of ERSEA Manual</li> <li>-Successful ERSEA Review</li> </ul>	<ul style="list-style-type: none"> <li>-Strive to maintain 100% of funded enrollment for both Head Start and Early Head Start Program</li> <li>-Develop active waitlists for all program options</li> <li>-Encourage and promote the importance of regular attendance (increase intentional family service practices to support such)</li> </ul>

## Program Design and Management

	<u>Strengths</u>	<u>Opportunities for Growth</u>
<b>Design</b>	<ul style="list-style-type: none"> <li>- Program self-assessment is an ongoing, year-long cycle that is inclusive of staff, parents, policy council, and the board of directors</li> <li>-Managers and Specialists participate in an annual Central Staff Retreat where detailed data is shared, analyzed and used for program planning</li> <li>-Verbal and written reports to the Board and Policy Council are timely, detailed and comprehensive. The use of charts and graphs to demonstrate data has advanced</li> <li>-Board Chair regularly attends the monthly Policy Council Meetings in a non-voting capacity</li> <li>-A past parent joined the Board of Directors and served on the Strategic Planning Committee Group, Two Generations Hand in Hand</li> <li>-Minutes of the Board Meeting are shared with the Policy Council and vice versa</li> <li>-Improved monthly quorum at Policy Council Meetings: Consistent group of dedicated members</li> <li>-The program completes and distributes an Annual Report that complies with the regulations set forth in the Head Start Act of 2007</li> <li>-Ongoing focus and improved outcomes supportive of the program’s 5 Year Project Period Goals and Objectives</li> <li>-Planning is not done unilaterally but is an inclusive team endeavor</li> <li>-Improved facility issue reporting and timely follow-up on identified needs</li> <li>-Re-location of sites to better serve children and families</li> <li>-Ongoing communication through calendars, manuals, scheduled site meetings, scheduled Site Supervisor/Family and Community Service Worker meetings, monthly reports, Policy Council Minutes, Central Staff Meetings and e-mail</li> <li>-Collaboration and engagement with community partners through local LIC groups, Community Coalition Committees and Social Service Agencies</li> </ul>	<ul style="list-style-type: none"> <li>-Increase the number of seats filled at Policy Council Meetings in order to ensure consistent flow of information between the monthly meetings and meetings held at the site level</li> <li>-Increase use of data with site level staff and involve staff in analyzing data that is pertinent to their work</li> <li>-Develop and implement a system for higher level management to discuss a targeted population of high need children and families</li> <li>-Promote a data driven culture by developing a systematic approach to ongoing data review</li> <li>-Ongoing involvement at public awareness events</li> </ul>

## Human Resources

### Human Resource

- Head Start Essentials semester-long course for newly hired employees
- The program continues to use staff training evaluations, staff appraisals, school readiness outcomes, self-assessment data, program monitoring systems, etc. to plan in-service training that is relevant to the program's needs
- Updated Standards of Conduct for use with staff, volunteers and contractual employees
- Employee Performance Appraisal that provides consistent feedback and monitors individual performance growth across a program year
- The program is in its second year employing a Practice Based Coach and is seeing positive feedback to the support offered to teaching staff
- The program has an employee assistance program to support employees in personal or work related issues that affect their mental and/or emotional well-being
- Continued use of Exit Interviews...used for retention of employee initiatives
- Development of the "New Hire Questionnaire"...aimed at obtaining valuable feedback from newly hired employees within their first 90 days
- Review and re-format the Head Start Essentials Coursework to drive passion
- Implement ongoing training in regards to changes in the new performance standards for all employees
- Improve staff absences and staff retention to increase classroom productivity and reduce staff burnout
- Continue outreach to community colleges, participate in job fairs, etc. to recruit qualified staff and improve program's ability to fill vacant positions more quickly
- Develop a system to meet the ongoing background check regulation of the new performance standards
- Broaden the focus of the Practice Based Coach to encompass classroom practices beyond the "CLASS" focus
- Update the hiring procedures to include a qualification reference sheet aligned with the new performance standards
- Update the wage scale to better align with the required qualifications for specific positions
- Examine and incorporate additional ways to involve staff in decision making and program planning

## Fiscal Reporting/Fiscal Responsibility

	<u>Strengths</u>	<u>Opportunities for Growth</u>
<b>Fiscal and Fiscal Reporting</b>	<ul style="list-style-type: none"><li>-Successful audit with no findings</li><li>-Non-Federal Match attained with the approval of the non-federal waiver from OHS</li><li>-Fiscal Operations Manager updated and provided training on the Fiscal Manual with all department directors</li><li>-Consistent and regular communication between the Fiscal Department and the Program Director</li><li>-Effective system for checks and balances</li><li>-Effective implementation of procurement policies and procedures</li><li>-Monthly financial reports are given to the Policy Council and the Board of Directors</li><li>-Veteran staff oversee the fiscal department. One additional staff member hired this year</li><li>-Effective allocation of staff time between programs</li><li>-Agency wide budget with quarterly updates was developed this year</li><li>-Program Ordering: Completed Quarterly</li></ul>	<ul style="list-style-type: none"><li>-Continued search for new ways to generate non-federal to meet the required match</li><li>-Complete non-federal analysis and if needed, submit non-federal waivers with continuation grant application</li></ul>

**Tri-County Opportunities Council  
Head Start/Early Head Start Program  
Self-Assessment**

**Results of Program Improvement Initiatives  
Set for the 2016-2017 year**



The program improvement initiatives established for the 2016-2017 year and the objectives that align with such were based on the results of the data collected throughout the 2015-2016 year. All targeted program improvement initiatives, unless specifically noted, applied to all services for children birth to five and their respective families. The work plans developed by the Head Start/Early Head Start Director, program managers and content area specialists were implemented successfully, timelines were adhered to and each objective was completed and/or slight revisions were made to promote continued growth in such areas.

**Tri-County Opportunities Council  
Head Start/Early Head Start Program  
2016-2017 Program Improvement Initiatives Results**

**Subject:** Hearing and Vision Follow-Up

**Status:** Complete

**Objective:** The T.C.O.C. Head Start/Early Head Start Program will ensure that within a 30 day time frame, following a child's failure to pass the hearing and/or the vision screening that follow-up has occurred.

**Outcome:** Program staff ensured that children who failed their initial hearing and vision screening received a rescreening within 30 days. All rescreens were complete within 30 days of the initial fail, unless there were attendance issues noted.

**Person(s) Responsible for Completion:** Jaime Maloney (MH/Disabilities Specialist)

Target	Timeline
Train Northern and Southern Health Assistants on 30 Day Follow-Up Requirements	By: September 9 <sup>th</sup> '16
Run 3035 Child Plus Reports at the end of each week to see what children require follow-up	Weekly
Disperse follow-up needs between all three program screeners	As Needed
Complete and log final paperwork once completed	When Final Paperwork is Received
Run Child-Plus Reports	As Needed

**Subject:** Receiving Health Documents Back Following Appointments

**Status:** Complete

**Objective:** The T.C.O.C. Head Start/Early Head Start will formalize a plan to ensure health forms are turned in by parents/guardians following completion of appointments

**Outcome:** The health team noted an improvement in receiving completed health forms from parents and will continue practices identified below.

**Person(s) Responsible for Completion:**

Carol (NHS) Autumn Wade (SHS)

Target	Timeline
Review Follow-Up Expectations with Teaching Staff and Parent Child Educators	August 2016
Ensure that files received by teachers contain a blank physical exam form. Ensure that during recruitment appointments, Family and Community Service Workers leave health forms with fax numbers attached	On-Going Recruitment Appointments
Remind Site Supervisors that Teachers and Parent Child Educators should be providing reminders to parents/guardians, providing them with the appropriate forms prior to the appointment and then asking for the forms following the completion of the appointment.	On-Going During Site Discussions
Provide parent/guardian education on why getting such medical and/or dental needs met is important and empower them to accomplish such responsibilities	Summer Folders (June-August)
Launch health website to help provide parent/guardian education	August/September 2016
Request feedback from program staff during Self-Assessment to determine success of such initiative and any barriers encountered	May 2017

**Subject:** Classroom Connection/Family Engagement Events

**Status: Complete**

**Objective:** The T.C.O.C. Head Start/Early Head Start Program will formalize components of Classroom Connection/Family Engagement Events.

**Outcome:** Family Engagement Events were formalized with consistent expectations across the service area.

**Person(s) Responsible for Completion:**

Missy Mital (FS) and Summer Babcock (FS)

Target	Timeline
Family Specialists will provide training at SS/FCSW Retreat: Laying out the expectations for meeting Performance Standards during Family Engagement Events	August 2016
Family Specialist will provide training to Education staff at Pre-Service, laying out expectations of Family Engagement Events	Pre-Service 2016
Family Specialists will attend a minimum of 1 Family Engagement Event to observe the meeting of expectations	Fall of 2016 Winter of 2017
Family Specialists will follow up with individual FCSW's to address any areas of need, as identified during observation	Reflective Supervision following FE Events
Family Specialists will attend an additional Family Engagement Event to observe implementation of expectations	Winter/Spring 2017

**Subject:** Strengthening the "Team Unit"

**Status: Complete**

**Objective:** The T.C.O.C. Head Start/Early Head Start Program will develop and utilize a system for ensuring effective communication regarding program families between all staff

**Outcome:** Improvement was noted and the goal completed but with the short staffed demands that affected all staff, further need will be identified and a new goal will be developed.

**Person(s) Responsible for Completion:**

Becky Dieterle (ES), Missy Mital (FS) and Summer Babcock (FS)

Target	Timeline
Family Specialists, Education Specialist and Education Manager will meet to determine pertinent topics and approve an agenda for each Team Meeting	July 20160
The agendas for each Team Meeting will be shared with Site Supervisors and Family and Community Service Workers during their Retreat	August 2016
Site Supervisors and Family and Community Service Workers will share agenda with teaching staff and gather relevant information regarding program families at each Team Meeting	August/September 2016 Team Meeting
Site Supervisors and FCSW's will share relevant information during scheduled Site Discussions	As Scheduled
Target sheets will be given to teaching staff and FCSW's with expectation to provide follow up within 2 weeks	Within 2 weeks of Site Discussions
Family Specialists, Education Specialist and Education Manager will meet to evaluate the sharing of relevant information at Site Discussions	Within 2 weeks of the last scheduled Fall Site Discussion
If areas of need are identified, additional training will be provided at the next SS/FCSW monthly meeting	SS/FCSW Meetings *If Needed

**Subject:** Performance Standards

**Status:** Ongoing

**Objective:** Full implementation of the new Performance Standards

**Outcome:** Training was provided to staff, Policy Council and the Board of Directors on the new Performance Standards. Program Managers and Specialists continue to attend available training and continue to make changes in program plans, policies, and processes to ensure full implementation of the new standards, Therefore, this goal will continue into the 2017-2018 program year with updated targets.

**Person(s) Responsible for Completion:** Jill Calkins TCOC HS/EHS Director

Target	Timeline
Upon release of the new standards, begin to review and understand the changes in the mandatory regulations.	September 2016
Attend conference opportunities to gain further information	Ongoing, As Provided
Provide entire staff with training as identified	Scheduled In-Services
Make changes in program plans, procedures and processes to meet new standards, as identified	Ongoing in 2016-2017
Utilize surveys, staff feedback, training evaluations, and/or other program data to measure staff knowledge, progress on program implementation and impacts on children and families	June 2017

**Tri-County Opportunities Council  
Head Start/Early Head Start Program  
Self-Assessment**

**Program Improvement Initiatives 2017-2018**



The targets and timelines outlined in the Program Improvement Initiatives, are based on the results of the data collected throughout the 2016-2017 year. Such initiatives have been established to ensure program policies, procedures and practices remain aligned with the overall mission of the program. Through these Program Improvement Initiatives, the Early Head Start/Head Start Program remains committed to elevating program services and ensuring that children, expectant mothers, and families of such continue to receive incomparable service and support.

**Subject:** Data Driven Culture

**Objective:** Ongoing monitoring and data analysis to ensure full implementation of the new Performance Standards and services that support the needs of the children and families served

**Person(s) Responsible for Completion:** Jill Calkins TCOC HS/EHS Director

Target	Timeline
Identify, share and analyze data at monthly Central Staff Meetings	Begin August 2017
Identify, share and analyze data at developed benchmarks with Policy Council and the Board of Directors	Ongoing
Discuss and review data for targeted high need population at bi-monthly Central Staff Meetings.	Begin October 2017
Target data and provided opportunities for analysis by all staff at in-service meetings.	August 2017, Ongoing
Review processes/survey staff to identify strengths and challenges. Adjust and adapt current processes to strengthen and improve systems based on feedback.	May 2017

**Subject:** Performance Standards

**Objective:** Full implementation of the new Performance Standards

**Person(s) Responsible for Completion:** Jill Calkins TCOC HS/EHS Director

Target	Timeline
Attend conference opportunities to gain further information	Ongoing, As Provided
Continue to discuss implementation plan and progress	Bi-Monthly
Provide entire staff with training as identified	Scheduled In-Services
Make changes in program plans, procedures and processes to meet new standards, as identified	Ongoing in 2017-2018
Utilize surveys, staff feedback, training evaluations, and/or other program data to measure staff knowledge, progress on program implementation and impacts on children and families	June 2018

**Subject:** Strengthening the working relationships between Family and Community Service Workers and Site Supervisors

**Objective:** Develop and utilize a system that ensures effective communication regarding program families is occurring between members of the middle management team

**Person(s) Responsible for Completion:**

Becky Dieterle (ES), Missy Mital (FS) and Kelsey Moersch (FS)

Target	Timeline
Training on the use of FCSW/SS Log Sheets (Transfer of Information for SD)	August 2017
Education Specialist and Family Specialists will meet to discuss first round of Site Discussions	2 Weeks Following First Round of SD
Education Specialist and Family Specialist will meet to discuss second round of Site Discussions	2 Weeks Following Second Round
If areas of need are identified, individual follow up and/or group training will be provided to ensure compliance	Ongoing
At the end of the program year, all relevant managers and specialists will meet to discuss 2017-2018 Site Discussions	May of 2017

**Subject:** Supporting Successful Transitions for Children and their Families

**Objective:** Ongoing monitoring and analysis of the established transition plan policy

**Person(s) Responsible for Completion:**

Kelsey Moersch (FS) and Missy Mital (FS)

Target	Timeline
Education Specialist, will add the review of program transition plans to the “Quick-Check” monitoring tool completed by Site Supervisors	August 2017
Family Specialists will provide Transition Plan Training at the 2017 Pre-Service	August 2017
Family Specialists will provide Transition Plan Training at the December 2017 In-Service Training	December 2017
When further support is deemed necessary, the Site Supervisor will reach out to the respective Family Specialist to schedule a time for individual support to be offered to site/program staff	As Deemed Necessary
When visiting sites, Family Specialists will ask to review Transition Plans	All Sites: By December
Assess the successful completion of the 2017-2018 Transition Plans and identify any continued areas that require additional attention/training	May of 2018

**Subject:** Hearing and Vision Follow-Up

**Objective:** The T.C.O.C. Early Head Start/Head Start Program will encourage and support parent's follow-through on hearing and vision referrals

**Person(s) Responsible for Completion:** Jaime Maloney (MH/Disabilities Specialist)

Target	Timeline
Review with Teaching Staff the 30-Day Referral Follow-Up process	September 2017
Offer updated list of hearing and vision providers in families respective community	Ongoing
Use Child Plus to monitor and ensure that staff are communicating with families regarding referrals through logged hearing and vision contacts on Family Service Tracking Forms	Ongoing
Run 3035 reports at the end of every month to see who requires referral follow up	End of Each Month
Follow-up with Site Supervisor/FCSW to ensure all necessary steps have been taken	30 Days Following Referral
When follow-up on referral has been concluded log final paperwork and note completion.	Once Documents are Received

**Subject:** Non-Federal

**Objective:** Achievement of the total required non-federal match set forth by the Head Start School Readiness Act of 2007

**Person(s) Responsible for Completion:** Jill Calkins TCOC HS/EHS Director; Rachael DeSpain Family and Community Services Manager

Target	Timeline
Provide training to all staff at the annual pre-service in August.	August 21, 2017
Site staff and FCSWs to complete and submit monthly non-federal reports to the Family and Community Services Manager.	Ongoing
Have management staff attend training opportunities as available to gain additional knowledge and identify additional resources	TBD
Brainstorm and strategize with the Policy Council and the Board of Directors for additional ways to generate non-federal funds.	November 2017
Extend PR Outreach in each community that we serve by being present at community events throughout the program year.	Ongoing
Teaching Staff and Family and Community Service Workers continue to contact business in their respective communities to build public relations.	Monthly

# Tri-County Opportunities Council Head Start/Early Head Start Program Self-Assessment

## Summary of Community Assessment and Parent Feedback



The TCOC EHS/HS Program, remains committed to the ongoing analysis of the communities in which it operates. Through the gathering of relevant data, the analysis of such data by program employees, members of the Board and Policy Council and families of the program, decisions were made to various services provided by the program. It was from such analysis that decisions were made to increase the number of contact hours with children, further develop systems that support the advancement of program families, establish a training schedule that promotes the continued development of staff skills, involve members of the community in our 2-Generational approach to service and significantly increase the number of options with whom transportation to and from school is provided. Continued efforts to maximize the services provided throughout all nine counties will remain a top priority for the 2017-2018 year.