

# Self-Assessment Report 2017-2018



## TCOC Head Start/Early Head Start Program

*"She has learned so much, she's doing math"*

*-Dixon Head Start Parent*



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# **TCOC Head Start/Early Head Start Program 2017-2018 Self-Assessment**

## **The Process**

Throughout the course of the 2017-2018 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 exploration of such remained consistent with that of previous years. While our Self-Assessment process continues to evolve and additional data is both collected and analyzed, the following document provides a thorough illustration 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

### 2017-2018 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 deciding upon our final recommendation's. Prior to the final recommendation's being made, 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 (Final Year)</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 and Sara Markey: Practice Based Coach
Health and Nutrition	<b>Kris Franks: Program Operations Manager</b> <b>Carol Cravatta: Health Specialist RN</b> <b>Rhonda Bain: 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>Monica Lombardo: Northern Family Specialist</b>
Mental Health/Disabilities	Jenine Patty-Anderson: Education Manager Jaime Maloney: Disabilities Specialist
Transportation	<b>Anne Metcalf: Transportation/Facility Specialist</b>
Program Design/Management	Jill Calkins: HS/EHS Director Amanda Schommer/Office Manager
Fiscal	Jill Calkins: HS/EHS Director
Facilities, Materials, Equipment	Anne Metcalf: Transportation/Facility Specialist Jill Calkins: HS/EHS Director
Supporting Cast (All Areas)	<b>Members of Policy Council</b> <b>Board Members</b> <b>Program Staff (Continuous Involvement)</b>



**Tri-County Opportunities Council  
Head Start/Early Head Start Program  
2017-2018 Self-Assessment**

**Summary of Findings**



Throughout the course of the 2017-2018 year, the Tri-County Opportunities Council Early Head Start/Head Start Program conducted their annual self-assessment. The ensuing pages provide a summary of the strengths identified in each component area. Also highlighted are the areas in which the program believes continued advancement and enrichment can occur. This material was used by program managers and specialists to identify specific program improvement initiatives, target training, offer additional support to staff, enhance services to program families, forge stronger collaborative partnerships throughout all communities and define future steps to include in the 5-year project period goals.

You will find the top strengths in each component area listed below along with additional areas of focus for the upcoming program year.

## Child Education and Health Services

- ✚ The 2017-2018 Child Outcomes show that an average of 84% of children ended the school year Meeting or Exceeding Widely Held Expectations
- ✚ The program saw a 38% increase of children Meeting or Exceeding Widely Held Expectations in the area of Mathematics
- ✚ The program met 13 of 15 School Readiness Goals during the 2017-2018 year
  - Generate greater continuity in the use of the Creative Curriculum Gold Lesson Planning tool through ongoing monitoring and training
  - Develop stronger supervisory skills and strengthen leadership within the Site Supervisors
  
- ✚ Throughout the 2017-2018 year, there was a 26% decrease in children's BMI results.
- ✚ 42% of children during the 2017-2018 program year saw no change in their BMI status.
- ✚ 2% of children in the Early Head Start program moved into the acceptable BMI range
  - In order to further support children with specific nutritional needs, continued training and identification of resources for children, families and staff will occur.
  
- ✚ Through mailings of health requirements, the Health Team continued to support children and families with understanding, meeting and sustaining mandatory health requirements.
- ✚ Direct collaborative efforts with various Health Care Providers resulted in obtaining mandatory health requirement documents (increased use of fax machine)
- ✚ Modified and strengthened the follow up procedures and established timelines for Medical and Dental follow up. (Procedures/Timelines for Children's Medical/Dental Procedure)
- ✚ Continued efforts by members of the Family Service team to further educate those being recruited for the program regarding health needs (reviewing and leaving the Health Checklist) increased the number of children for whom medical requirements were met upon acceptance to the program
  - Specific and intentional training with newly hired staff regarding children's health requirements and program support to families
  
- ✚ Developed Social Emotional Support Plans were at a 5 year low. 15 total Social Emotional Support Plans were established during the 2017-2018 year.
- ✚ All Early Head Start Children were screened within their first 45 days of attendance
- ✚ An increase in the number of children/families served who had active IFSP's was reported
  - Significant gaps in time, from when referrals are made and said children are evaluated and determined to be in need of additional services (limited agencies able to screen EHS/HS children needing referred.)
  - Regular and direct follow up regarding children's Hearing and Vision results/needs
  - Accuracy and number of Early Head Start hearing machines

## Family and Community Service

- ✚ Increased attention was paid to children's attendance. Direct follow up occurred with program staff and said families. This resulted in individualized support plans for identified children and families. Training regarding the effects of poor child attendance drove positive results in increased communication from front line staff.
- ✚ Increased attention on children's transition plans resulted in smoother transitions for children, their families, program staff and collaborative partners. Continued collaboration with countless school districts occurred and the introduction of a new Family Engagement Event surrounding Transitions took place.
- ✚ The Northern and Southern Family Specialists became Family Development Credential (FDC) Instructor certified.
- Family Service staff will continue to locate valuable information for program families regarding children's attendance and the importance of such. Increased efforts to work with local school districts regarding such still needs to occur.

## Transportation

- ✚ Increased the number of buses being leased, resulting in replacing aged bus fleet and cost savings for the program
- Remaining bus fleet requires significant mechanical attention and allocation of program funds for re-occurring and frequent maintenance. (Body Wear and Costly Mech. Issues)

## ERSEA

- ✚ Yearly ERSEA Training (as required in Head Start Performance Standards)
- ✚ Analysis and minor adjustments made to ERSEA Selection Criteria
- ✚ Maintained 97% of full funded enrollment (both EHS/HS a majority of operating months)
- ✚ Continued development of waitlists: Early Head Start Home Base Program and a small number of Head Start Options

## Program Design and Management

- ✚ Program's self-assessment process continues to evolve. The ongoing, yearlong cycle that is inclusive of staff, parents, policy council members and the board of directors drives deep discussions around the data collected and provides an in-depth review of program services, identifying program strengths as well as opportunities for growth.
- ✚ Opportunities for staff to participate in program planning has increased through breakout sessions, surveys and committee work
- ✚ The program developed and implemented a two-generation approach pilot program offering educational sessions as well as hands on learning opportunities for program parents. Two of the parents were hired on as staff members and one is pursuing her degree in early childhood.
- ✚ Additional opportunities were provided for data review at the site level. Site staff were able to analyze their site specific information such as child attendance, staff attendance, child outcome/school readiness data, etc., draw conclusions as to the affect each has on the other and set a site specific goal.
- Increase the number of seats filled at Policy Council Meetings in order to ensure the consistent flow of information between the monthly meetings and meetings held at the site level.
- Increase ongoing involvement at public awareness events

## Fiscal Reporting/Fiscal Responsibility

- ✚ The agency continues to have clean audits with no findings
- ✚ Additional staff member hired for the fiscal department supports cross-trained staff for key functions of operations and protects the organization in the event of a short or long tern absence
- ✚ There is consistent and regular communication between the Fiscal Department, the President/CEO and the EHS/HS Director
- Continued search for new ways to generate non-federal (resulting in meeting the match)

## Human Resources

- ✚ The program continues to use staff training evaluations, staff appraisals, school readiness and family outcomes, self-assessment data, program monitoring systems, etc. to plan In-Service training that is relevant to the program's needs
- ✚ 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.

- Develop an onboarding process that better supports new hires as they adjust to the social and performance aspects of their jobs so they can be successful, develop a passion for the work they do and seek career longevity with the program
- Continue to incorporate additional ways to involve staff in decision-making and program planning.

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

**Results of Program Improvement Initiatives  
Set for the 2017-2018 year**



The program improvement initiatives established for the 2017-2018 year and the objectives that align with such were based on the results of the data collected throughout the 2016-2017 year. All targeted program improvement initiatives, unless specifically noted, applied to all children birth through age five and their respective families. The work plans developed by the Early Head Start/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 advancement in such areas.

**Subject:** Data Driven Culture

**COMPLETE**

**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 Calking 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

**COMPLETE**

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

**Person(s) Responsible for Completion:** Jill Calking 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 **COMPLETE**

**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 **COMPLETE**

**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

**COMPLETE**

**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

**COMPLETE**

**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 Calking 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  
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**Program Improvement Initiatives 2018-2019**



The targets and timelines outlined in the Program Improvement Initiatives, are grounded on the results of data collected during the 2017-2018 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 expectant mothers, children and families of such continue to receive outstanding service and support.

**Subject:** Strong leadership within the Site Supervisor Team

**Objective:** The Site Supervisors will gain a deeper understanding of “leadership” and strive to develop the skills needed to best manage and cultivate their classroom and home base team.

**Targeted Outcome:** Stronger teams who are independent, able to problem solve and require less assistance in meeting day to day challenges

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

Target	Timeline
Provide leadership training through Essential Elements for all Site Supervisors	July 2018
Continue to coach monthly with Site Supervisors	September 2018- Ongoing
Develop a leadership training tract and provide bi-monthly leadership training at Site Supervisor Meetings	October 2018
Establish a way to monitor Site Supervisor’s use of various leadership skills and assess impact on overall staff and program performance	October 2018
Provide Reflective Supervision training for Site Supervisors	December 2018
Set expectations for Reflective Supervision and begin implementing with teaching teams	January 2019
Review and analyze effectiveness and target identified needs	June 2019

**Subject:** Strengthen Curriculum

**Objective:** Through committee work, TCOE EHS/HS will review and strengthen current systems and procedures for curriculum development and implementation practices.

**Targeted Outcome:** Continuity in understanding and implementation of the program’s curriculum

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

Target	Timeline
Establish Lesson Plan Committee	August 2018
Pre-Survey: Teaching staff on their understanding of GOLD Lesson Plan use	August 2018
Committee Work (Current Lesson Plan Overview/Development of Lesson Plan Monitoring Checklist)	December 2018
Implement new Lesson Plan Checklist: Invite feedback from Site Supervisors	February 2019
Post Survey: Teaching staff on their understanding and ability to work with the GOLD Online Lesson Planning Tool	May 2019
Evaluate, make necessary changes and present at Pre-Service if needed	August 2019

**Subject:** Strength Based Goal Follow Up with Families

**Objective:** When setting and supporting the advancement of program goals established with families, the TCOC EHS/HS program will utilize a strength based approach and maintain at a minimum monthly communication with all active families

**Targeted Outcome:** Continued advancement toward greater family stability resulting in healthier children, families and communities

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

Target	Timeline
Professional Development regarding enhancing the strength based approach will be provided	November 2018
Family Service staff and PCE's will review, analyze and select targeted families to implement the new Family Development Plan with	January 2019
Tracking of said families and the use of the newly developed form will be monitored monthly by program Family Specialists	January '19—May '19
Review and analysis of the effectiveness of such plans will be completed by Family Service staff, PCE's, Family Specialists and Family and Community Service Manager	May 2019

**Subject:** Non-Federal Match

**Objective:** Identify new ways to generate non-federal funds

**Targeted Outcome:** Increased non-federal funds to support achievement of the non-federal match requirement

**Person(s) Responsible for Completion:** Family and Community Service Manager/Program Director

Target	Timeline
Research additional ways to generate non-federal funds	Ongoing
Network with staff from other programs to generate ideas new possibilities	IHSA Director Meetings Head Start Conferences
Continue to challenge staff to extend the program's reach into the communities served	In-Service throughout the 2018-2019 Year
Provide informational materials to Policy Council Representatives to support them in their role in increasing public awareness and advocating for the program	January and February Policy Council Meetings

# 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 and the analysis of such by program employees, Board and Policy Council members and families of the program continued enhancements are made. It was from such analysis that decisions were made to develop intentional and specific onboarding processes for each position within the program, review and reinvent the staff and parenting mentoring programs, address staff attendance, boost transportation services, advance our role as community leaders, initiate a “Strive for 5 Attendance Initiative and seek necessary technology upgrades throughout the program. Continued efforts to maximize the services provided throughout all nine counties will remain a top priority for the 2018-2019 year.