

Kendall County Head Start
Self-Assessment
FY 2012-13



Purpose

Constant quality improvement is a key component to BCFS Education Services Kendall County Head Start. A yearly program wide self-assessment guarantees our agency is meeting Performance Standards and moving toward program excellence for serving children and families in Kendall County.

Performance Standards clearly state that grantee agencies must conduct yearly self-assessments to of their effectiveness and progress in meeting program goals and objectives and in implementing federal regulations. These self-assessments are done with the consultation and participation of the policy council and other community members, as appropriate.

When completed, self-assessment results are used to develop program goals, desired outcomes and action plans within the program.

Approvals

Approved By: _____
Board of Directors Chairperson

Date

Policy Council Chairperson

Date

Self-Assessment Teams

Team Members

Jeremy Taylor, Associate Executive Director
BCFS Education Services

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BCFS

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Kendall County Head Start Self-Assessment

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Management Systems

The areas that were assessed included Program Governance, Communication, Planning, Record-Keeping and Reporting, Ongoing Monitoring, Human Resources, and Fiscal Management. Below is a list of strengths and areas of improvement found during the self-assessment and the corrective action plans developed to correct these weaknesses.

Strengths

Program Governance

- Policy Council selection is fair and gives all parents an opportunity to participate and represent the communities served.
- Policy Council meets on a regular basis.
- Monthly program narratives and budget summaries are distributed to BCFS ES Executive Management, BCFS ES BOD, and Policy Council.
- Parent Committee is active and supportive of the program and getting parents involved.

Planning

- Planning meetings occur on a regular basis at all levels (BCFS ES BOD, Policy Council, Coordinators and all staff).

Communication

- Parent communication and documentation of contacts is constant and comprehensive.
- Communication with community partners and specialist is consistent.

Record-Keeping and reporting

- Education, Disabilities, Case Management and Assessments are thoroughly through ChildPlus and Teaching Strategies Gold databases.
- Child Outcomes are tracked, maintained and reported accurately through ChildPlus and Teaching Strategies Gold databases.

On-going Monitoring

- Content managers audit files on a monthly basis.
- Compressive tracking system of aggregated assessments and Outcome reports.
- Human Resources
- Teaching staff are highly educated and experienced in early childhood.

Fiscal

- Detailed fiscal procedures and monitoring.
- Match documentation is submitted once a month.
- Highly educated and experience Controller.
- A-133 documentation updated and submitted once a month.

Areas of Improvement

Program Governance

- Increase size of local Policy Council to ensure a quorum is met monthly.

Planning

- Increase the frequency of all staff planning meetings.

Communication

- Create policies and procedures for official staff communication methods.
- Increase the frequency of all staff planning meetings.

Record-Keeping and Reporting

- Continue training on ChildPlus tracking system for management staff.
- Create and use weekly, bi-weekly and monthly monitoring reports for program that use ChildPlus data.

On-going Monitoring

- Create and use weekly, bi-weekly and monthly monitoring reports for program that use ChildPlus data.

Human Resources

- Local level Policies and Procedures need to be written for the program.

Fiscal

- Local level Policies and Procedures need to be written for the program.

Corrective Action Plan

Action Item	Completion Date
Increase size of local Policy Council to ensure a quorum is met monthly.	September 2013
Create policies and procedures for official staff communication methods.	July 2013
Continue training on ChildPlus tracking system for management staff.	July 2013
Create and use weekly, bi-weekly and monthly monitoring reports for program that use ChildPlus data	June 2013
Local level Policies and Procedures need to be written for the program.	June 2013

Education and Disabilities

The areas that were assessed included Individualization, Disabilities Services, Curriculum and Assessment, and Child Outcomes. Below is a list of strengths, areas of improvement, and the corrective action plan developed to correct these weaknesses.

Strengths

Individualization

- IEP's are written between parents, KCHS staff, and local ISD staff.
- ARD's for children with diagnosed disabilities.
- Daily individualization documented on lesson plans and written into curriculum.

Disabilities Services

- Boerne ISD Special Education staff work directly with Head Start staff and students.
- Interagency agreement in place with Boerne ISD.
- Referral process is well defined and strong.

Curriculum and Assessment

- Research based curriculum aligned to Texas Pre-K Guidelines and Head Start Domains.
- Curriculum is bilingual.
- Assessment tool is aligned with Head Start Domains and is bilingual.
- Curriculum covers all areas of Health Services.
- Curriculum includes family connections and activities.
- Consistent collaboration between all staff.

Child Outcomes

- The program uses precise methods for data aggregation.

Areas of Improvement

Individualization

- Additional time is needed for teaching staff to analyze data and plan for better and more efficient individualization.

Disabilities Services

- There is not a formal MOU in place with Comfort ISD.

Curriculum and Assessment

Currently two classrooms need more items to complete their curriculum sets and are sharing with others.

Child Outcomes

- None found.

Corrective Action Plan

Action Item	Completion Date
Formal MOU with Comfort ISD.	September 2013
Additional time is needed for teaching staff to analyze data and plan for better and more efficient individualization.	August 2013
Currently two classrooms need more items to complete their curriculum sets and are sharing with others.	August 2013

Health, Nutrition and Mental Health

The areas that were assessed included Prevention and Early Intervention, Tracking and Follow-up, Facilities, Materials, Equipment, and Transportation, and Mental Health. Below is a list of strengths, areas of improvement, and the corrective action plan developed to correct these weaknesses.

Strengths

Prevention and Early Intervention

- Parents, staff, and contract mental health consultant have a productive and positive working relationship.

Tracking and Follow-Up

- Staff members are well trained and documentation is maintained for medication dispensing at Head Start facility.
- Staff members are well educated on Health Policies and Procedures.
- Tracking system tracks all content areas and has ability to run daily, weekly and monthly reports.
- Files are audited monthly by staff.

Facilities, Materials, Equipment and Transportation

- Multiple staff members complete daily facilities, equipment, and bus check lists.
- Request for facility maintenance is addressed in a prompt and timely manner.
- A local safety manager is on staff.

Mental Health

- Mental Health consultant is knowledgeable with Head Start Performance Standards in the area of Mental Health.
- Referral and follow-up processes are efficient.
- Communication between Mental Health Consultant, Coordinators, Teachers and Parents is strong.
- Great teamwork.

Areas of Improvement

Prevention and Early Intervention

- Schedule additional trainings and professional development of trust, self-esteem and identity through respect and responsive communication.

Tracking and Follow-Up

- Create standardized daily, weekly and monthly tracking and monitoring forms.

Facilities, Materials, Equipment and Transportation

- Monthly all staff safety meetings for updates and refreshing.

Mental Health

- Send copies of the screening tool KCHS uses to parents the first week of school to compare with the outcome scores of the screen teaching staff conduct on children within 45 days.

Action Plans

Action Item	Completion Date
Send copies of the screening tool KCHS uses to parents the first week of school to compare with the outcome scores of the screening teaching staff conduct on the children within 45 days.	August 2013
Monthly all staff safety meetings for updates and refreshing.	August 2013
Schedule additional trainings and professional development of trust, self-esteem and identity through respect and responsive communication.	August 2013
Create standardized daily, weekly and monthly tracking and monitoring forms.	July 2013

Family and Community Partnerships and ERSEA

The areas that were assessed included Family Partnerships, Parent Involvement, Eligibility, Recruitment, Selection, Enrollment, and Attendance, and Community and Child Care Partnerships. Below is a list of strengths, areas of improvement, and the corrective action plan developed to correct these weaknesses.

Strengths

Family and Community Partnerships

- The referral process is strong.
- Parent involvement remains consistent.

Parent Involvement

- Staff members consistently encourage parents to become involved in their child's education. Parents are encouraged and taught to become advocates for their child's future.

Eligibility, Recruitment, Selection, Enrollment and Attendance

- Staff are knowledgeable of enrollment policies and procedures and implement policies daily.
- Recruitment and enrollments began earlier this year.

Areas of Improvement

Family and Community Partnerships

- Continue relationship building with local ISD's.
- Expand MOU's to include other agencies: libraries, MHMR, K-Star, ART transportation, etc.

Parent Involvement

- Increase parent involvement.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

- Increase waiting list.

Corrective Action Plan

Action Item	Completion Date
Increase parent involvement.	September 2013
Continue relationship building with local ISD's	July 2013
Expand MOU's to include other agencies: libraries, MHMR, K-Star, ART transportation, etc.	September 2013
Increase waiting list.	August 2013