



EARLY HEAD START SELF-ASSESSMENT 2019

Key insights from the annual self-assessment which is conducted to evaluate the program's progress toward meeting goals, compliance with regulatory requirements, and the effectiveness of professional development and family engagement systems in promoting school readiness.

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INTRODUCTION

PROGRAM DESCRIPTION

Scott County Public School Head Start (SCPSHS) began in Scott County as an eight-week summer program in 1965. The Rural Areas Development Association, Inc. (RADA) was the fiscal agent & grantee for the Head Start program. In 1995, the Head Start grant was awarded to Scott County Public Schools, who serves as the fiscal agent and grantee today. In addition to the Head Start grant, an Early Head Start grant was awarded to Scott County Public Schools in 2017. The program currently operates three full calendar year, 8-hour per day center-based classrooms and is funded to serve 24 children ages six weeks to three years.

CONTEXT FOR SELF ASSESSMENT

SCPSHS conducts self-assessment activities annually in accordance with Head Start Performance Standard 1302.102(b)(2) to evaluate service quality and work performance as well as influence continuous quality improvement.

The Self-Assessment team is comprised of management, staff, Policy Council representatives, School Board members, parents, and community partners. This team evaluates the program in targeted areas using a strength based approach and collaborative inquiry to analyze data collected.

Data sources reviewed by the Self-Assessment team include child and family outcomes data, professional development data, ongoing monitoring data, and other applicable program data.

Discoveries and recommendations from the Self-Assessment team will be used to inform program planning and continuous improvement.

SELF-ASSESSMENT METHODOLOGY

The self-assessment consists of the following focus areas:

1. **Program Management and Quality Improvement**
 - Evaluate the program's effectiveness in providing staff with professional development trainings and opportunities to enhance their knowledge and skills within the scope of their job responsibilities.
 - Evaluate how the program uses data to identify program strengths, needs, and areas needing improvement & how the program evaluates progress toward achieving program goals and compliance with program performance standards, and assess the effectiveness of professional development.
 - Evaluate the program's structure of governance for making effective decisions related to program design and implementation.
 - Evaluate the effectiveness of the program's involvement of parents in program operations and active engagement of Policy Council in the direction of the program.
2. **Education and Child Development Services**
 - Evaluate the program's school readiness efforts in alignment with the Head Start Early Learning Outcomes Framework (HSELOF), and Virginia early learning standards.
 - Evaluate the program's teaching practices to ensure the promotion of progress toward school readiness and high-quality learning experiences for children.
 - Evaluate the program's effectiveness in ensuring teaching staff are prepared to implement curriculum and support children's progress towards school readiness.
3. **Health Services**
 - Evaluate the effectiveness of the service area's ongoing monitoring procedures and practices in ensuring children's health needs are identified and addressed promptly.
 - Evaluate the program's ability to promote mental health and social and emotional well-being through the use of mental health consultants to support staff.
 - Evaluate the program's effectiveness to maintain and monitor effective oral health practices and nutrition services that meet nutritional needs and accommodate feeding requirements and allergies.
 - Evaluate the program's process for monitoring and maintaining healthy and safe environments.
4. **Family and Community Engagement Services**
 - Evaluate the program's ability to effectively establish a positive goal-oriented relationship with families, impact family wellbeing and promote family engagement in children's learning and development by first identifying areas of strength followed by opportunities for improvement.
5. **Fiscal Infrastructure**

- Evaluate the program's effectiveness in developing and implementing a budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families.
- Evaluate the program's ability to implement a fiscal management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of the organization.
- Evaluate the program's effectiveness of control over and accountability for all funds, property, and assets.
- Evaluate the program's compliance with application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start funds.

6. **ERSEA: Eligibility, Selection, Enrollment, and Attendance**

- Evaluate the program's effectiveness in enrolling children who are categorically eligible or who meet defined income-eligibility requirements including at least 10% filled by children eligible for services under IDEA.
- Evaluate the program's system used to monitor attendance data to support families in promoting individual child attendance and inform program improvements where monthly attendance rates indicate systematic attendance issues.
- Evaluate the program is submitting accurate monthly enrollment numbers to HSES.

SELF-ASSESSMENT RESULTS

The Self-Assessment team identified program strengths and successes that can potentially be built upon to support continuous improvement. In addition, goal areas for program improvement and action steps discussed from the self-assessment are delineated under the six focus areas. Management will utilize the information to make decisions about program operations that will seek to improve service delivery and close any identified gaps in the program's overall performance.

Program Management & Quality Improvement

Strengths

- Positive working relationship with Scott County Public Schools.
- Exceeds the required service duration hours for Early Head Start.
- Strong working relationship with Smart Beginnings and Virginia Quality.
- Effective system for reporting program operations and financial status to Board and Policy Council.
- Offers families and community information about our program through social media and website.
- Ongoing and effective communication system between staff and families through phone calls, text, home visits, social media, conferences, email, and written mail.

Areas of Improvement

1. *Need for a system of peer observation and mentoring implemented across program.*

Action Steps	Time Frame	Team Member
Discuss peer observation needs during performance appraisals	2019-2020	CDSC
Design schedule for peer observations for Teachers.	2019-2020	CDSC
Provide peer observation opportunities for Teachers and Family Resource Specialist.	2019-2020	CDSC

2. *Enrich coaching opportunities to enhance professional development.*

Action Steps	Time Frame	Team Member
Conduct a Teacher Self-Assessment survey with new staff or as needed.	2019-2020	CDSC
Design coaching schedule based on the needs of individual staff.	2019-2020	CDSC

3. *Provide intentional professional development in language and literacy for infants.*

Action Steps	Time Frame	Team Member
Research professional development opportunities in language and literacy.	2019-2020	CDSC
Provide professional development during pre-service training.	2019-2020	CDSC
Design coaching schedule based on the needs of individual staff.	2019-2020	CDSC

4. *Expand staff knowledge and abilities on data entry.*

Action Steps	Time Frame	Team Member
In-service training will be provided to staff regarding Child Plus and data entry.	August 2019	Mgmt. Team

5. *Revise system of professional development for new staff.*

Action Steps	Time Frame	Team Member
Create timeline of required trainings.	2019-2020	Mgmt. Team
Create orientation training materials.	2019-2020	Mgmt. Team

6. *Review self-assessment data and program goals during quarterly meetings.*

Action Steps	Time Frame	Team Member
Discuss progress, outcomes, and challenges of self-assessment data and program goals.	2019-2020	Mgmt. Team

7. *Revise the program's method of engaging families in carrying out parent committee responsibilities.*

Action Steps	Time Frame	Team Member
Review responsibilities of parent committee via performance standards.	2019-2020	Mgmt. Team
Create a plan for carrying out parent committee responsibilities.	2019-2020	Mgmt. Team
Design a summary report to enhance effective communication between policy council and parent committee.	2019-2020	Mgmt. Team

8. *Increase parent representation at Policy Council meetings.*

Action Steps	Time Frame	Team Member
Provide orientation to parents on the purpose of policy council.	2019-2020	FRS
Ensure each classroom maintains a policy council member and alternate.	2019-2020	FRS

Education and Child Development Services

Strengths

- Third adult in each classroom and multiple curricula resources enhancing classroom quality.
- Partnership with Infant/Toddler Specialist of United Way
- Curriculum and assessment is aligned with the Head Start Early Learning Outcomes Framework.
- Strong system to encourage family literacy implemented across program.
- Collaborative Early Childhood Fair related to Child Find/Recruitment.
- Partnerships with EI and community agencies related to disabilities services.
- Smooth transition process to Head Start through family partnerships and staff collaboration efforts.
- LEA provides one SLP for all Early Head Start classrooms.
- All licenses are current, posted, and filed in main office.
- EI therapists provide services within the classrooms.
- Collaboration between Head Start and Early Head Start education staff.

Areas of Improvement

1. *Provide staff training in dual language and culturally diverse environments to increase awareness.*

Action Steps	Time Frame	Team Member
Provide training during pre-service and staff development meetings.	2019-2020	CDSC
Utilize community members/resources during in-service meetings and program planning.	2019-2020	CDSC
Explore sign language curricula and training opportunities.	2019-2020	CDSC

2. *Expand on-going training including special needs and disabilities to staff and families.*

Action Steps	Time Frame	Team Member
During pre-service, continue to provide overview/information from Early Intervention and SLP.	2019-2020	CDSC
Provide training related to special needs for families with children with disabilities.	2019-2020	CDSC
Provide training on using ASQ and COR data to write individualized plans.	2019-2020	CDSC
Explore vocabulary curriculum and other ways of targeting vocabulary on weekly lesson plans.	2019-2020	CDSC

Develop a system of ongoing COR training and monitoring.	2019-2020	CDSC
Provide training in conflict resolution.	2019-2020	CDSC
Provide overview and training on TPITOS	2019-2020	Mgmt. Team

3. *Design an informational handout on the disability referral process.*

Action Steps	Time Frame	Team Member
Create informational pamphlet for families of children referred to EI.	2019-2020	CDSC
Share pamphlet with staff during pre-service and add to Center forms manual.	2019-2020	CDSC

4. *Ensure maximum educational opportunities through field trip experiences.*

Action Steps	Time Frame	Team Member
Discuss previous field trip experiences with education staff.	2019-2020	Mgmt. Team
Explore additional field trip experiences.	2019-2020	Mgmt. Team
Educate staff on field trip requirements.	2019-2020	Mgmt. Team

5. *Enhance program's transition process from Early Head Start to Head Start.*

Action Steps	Time Frame	Team Member
Revise procedure to include child present during transition home visit.	2019-2020	CDSC
Review orientation process with staff.	2019-2020	Mgmt. Team
Review transition paperwork requirements during pre-service.	2019-2020	CDSC

Health Services

Strengths

- Timely health referrals.
- Strong relationships with community partners including WIC, Clinch River Health Services, Lenowisco Health District, and Frontier Health.
- Hearing and vision screening equipment purchased for program use.
- Health services screening equipment provides more documentation for families and medical professionals.
- Partnered with families to maintain raised gardens at all sites.
- Timely communication ensuring parents are advised of their child's health status.

- Teaching staff is MAT, pediatric first aid, and CPR certified. FRS staff are pediatric first aid certified.
- Early Head Start staff reinforce safety rules regularly throughout the year.
- Well maintained classrooms and playgrounds.
- Promote safe and healthy environments through ongoing monitoring.

Areas of Improvement

1. *Improve oral health partnerships.*

Action Steps	Time Frame	Team Member
Provide an additional dental fair for Early Head Start.	2019-2020	FRS
Explore additional dental services.	2019-2020	FRS
Provide oral health education to families and staff.	2019-2020	FRS

2. *Increase parent understanding of Early Head Start health requirements.*

Action Steps	Time Frame	Team Member
Utilize parent meetings and orientation to educate parents on required health documentation.	2019-2020	FRS

3. *Provide the opportunity for children and families to gain knowledge in growing and harvesting a vegetable garden.*

Action Steps	Time Frame	Team Member
Collaborate with families, LEA, Master Gardeners, and community to educate children on best practices in gardening.	2019-2020	Mgmt. Team
Extension staff to conduct gardening classes for staff and parents.	2019-2020	Mgmt. Team

4. *Explore options for MAT and First Aid/CPR training to staff.*

Action Steps	Time Frame	Team Member
Research MAT trainers.	2019-2020	Mgmt. Team
Implement plan for an onsite First Aid/CPR instructor.	2019-2020	Mgmt. Team

5. *Ensure all centers have safe plate outlet covers.*

Action Steps	Time Frame	Team Member
Purchase and install safe plate outlet covers for Weber City site.	2019-2020	Mgmt. Team
Utilize Health and Safety checklist.	2019-2020	Mgmt. Team

6. *Revise monitoring process for pre-employment background checks.*

Action Steps	Time Frame	Team Member
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Review policy and make changes as needed.	August 2019	Mgmt. Team
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Family and Community Engagement Services

Strengths

- Monthly family engagement events focus on specific school readiness activities.
- Family Assessment is aligned with PFCE framework.
- The Early Head Start strengthens the support to the community.
- Strong father-figure participation throughout classrooms.
- Positive rapport between teachers and families.

Areas of Improvement

1. *Explore possibility of using an automated message system for program updates and events.*

Action Steps	Time Frame	Team Member
Contact LEA and/or IT for more information.	2019-2020	Mgmt. Team

2. *Review parenting curriculum options.*

Action Steps	Time Frame	Team Member
Meet with Frontier Health to discuss parenting curriculum.	August 19	Mgmt. Team
Explore potential parenting curricula.	August 19	Mgmt. Team

3. *Increase family engagement and parent committee attendance.*

Action Steps	Time Frame	Team Member
Survey families about availability for attending events.	May 19	FRS
Create a calendar of events to meet needs of families.	June 19	Mgmt. Team

Fiscal Infrastructure

Strengths

- Access to comprehensive fringe benefits package to attract qualified applicants for employment.
- Strong financial transparency and fiscal oversight.
- Positive working relationship between grantee and staff.
- Effective cost allocation methods.

Areas of Improvement

1. *Increase infant/toddler workforce.*

Action Steps	Time Frame	Team Member
Collaborate with local colleges to attain prospective employees.	2019-2020	Mgmt. Team
Participate in local job fairs.	2019-2020	Mgmt. Team

2. *Increase volunteer opportunities.*

Action Steps	Time Frame	Team Member
Create parent/volunteer calendar per classroom.	May 19	FRS
Create a list of volunteer opportunities for families.	May 19	FRS
Create a list of community volunteer resources.	2019-2020	Mgmt. Team
Contact community resources and schedule volunteer hours.	2019-2020	Mgmt. Team

3. *Revise Financial Manual.*

Action Steps	Time Frame	Team Member
Review Financial Manual and make changes as needed.	2019-2020	AA/FO

4. *Secure permanent notice of federal interest postings on facilities.*

Action Steps	Time Frame	Team Member
Explore options for permanent signs.	July 19	AA/FO
Purchase signs.	August 19	AA/FO

5. *Improve the method of staff timesheets.*

Action Steps	Time Frame	Team Member
Explore time sheet options.	May 19	AA/FO
Training staff on new time sheet method.	August 19	AA/FO
Implement new time sheets.	August 19	AA/FO

6. *Improve staff wellness initiatives.*

Action Steps	Time Frame	Team Member
Research methods for staff wellness.	May 19	AA/FO
Submit survey to staff.	May 19	AA/FO
Implement wellness initiatives based on survey results.	August 19	AA/FO

7. *Implement initiatives to increase staff morale.*

Action Steps	Time Frame	Team Member
Research initiatives for increasing morale.	May 19	AA/FO

Submit survey to staff.	May 19	AA/FO
Implement initiatives based on survey results.	August 19	AA/FO

ERSEA: Eligibility, Selection, Enrollment, and Attendance

Strengths

- Effective use of Facebook for recruitment.
- Maintains steady waitlist.

Areas of Improvement

1. *Ensure children attend school on a regular basis.*

Action Steps	Time Frame	Team Member
Revise and reinforce program's attendance policy with staff and families.	2019-2020	Mgmt. Team
Staff will be trained to implement strategies that promote children's attendance.	2019-2020	Mgmt. Team
FRS will monitor attendance in ChildPlus and be in regular communication with education staff. FRS will make the appropriate follow-up contact as required. Teachers will give attendance report to each family during conferences.	2019-2020	FRS
FRS will alert parents to the number of absences during routine family service contacts.	2019-2020	FRS
Classroom staff will include a listing of children's names with perfect attendance in the program newsletter and the classroom parent board.	2019-2020	Education Staff

CONCLUSION

Scott County Public School Head Start continues to strive for high performance and high-quality service delivery by utilizing program data to inform the decision making process and continuous quality improvement efforts. The insight received during this year's self-assessment will be used to assist the management team with implementing an improvement plan. The success of the improvement plan based on action steps and suggested time frames will be tracked and monitored to measure progress during quarterly data management team meetings.

The 2019 Early Head Start Self-Assessment has been presented and approved by the Scott County Public School Head Start Policy Council and the Scott County School Board of Directors.



Director, Head Start

4-18-19
Date



Chairperson, Policy Council

4-18-19
Date



Chairman, School Board

5-7-19
Date