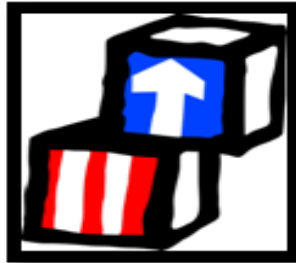


# Lorain County Community Action Agency



**HEAD START PROGRAM  
PY 2016-2017**

## **SELF ASSESSMENT REPORT**



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## Introduction

Continuous quality improvement is the foundation of excellent Head Start programs. It is the goal of *Lorain County Community Action Agency Head Start* to not only meet, but exceed Program Performance Standards, moving toward program excellence in serving the children and families of Lorain County.

Head Start Performance Standards state that at least once each program year, Head Start agencies must conduct a Self Assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations (**1304.51(i)(1)**). Programs must also incorporate child outcome data into their Self Assessment process (**ACYF-IM-00-18**).

The over-arching goals and objectives of Early/Head Start are as follows:

- I. To enhance children's growth and development
- II. To strengthen families as the primary nurturers of their children, and to support them as advocates for their children with regards to school readiness. LCCAA has established school readiness goals to ensure that Head Start children transition into Kindergarten "ready to learn" (see attached goals).
- III. To provide children with educational, health, and nutritional services:
- IV. To link children and families to needed community services.
- V. To ensure well managed programs that involves parents in decision-making.

LCCAA integrates Self Assessment into a cycle of continuous planning, utilizing a four-step system approach that includes:

- Stage One: Preparing
- Stage Two: Collecting and Synthesizing
- Stage Three: Interpreting
- Stage Four: Strengthening

Data analysis gives important information utilized in program planning, including the grant application cycle. The results and benefits expected include:

- Obtaining objectives, reliable information about our program services and systems
- Promoting an atmosphere of shared understanding of Head Start goals and objectives with governing bodies, program stakeholders, and community partners.
- Integration of multiple data sources.
- Thorough analysis of program data.
- Effective Program Quality Improvement Plans.
- Meaningful Training and Technical Assistance Plans.

## **Preparing Our Self-Assessment**

*Lorain County Community Action Agency* uses the self -assessment process as an opportunity to provide cross-service area training to Head Start Management Team members. Head Start Management Team members provide leadership to each service area. The Head Start self-assessment, community agencies, OMB circular was utilized in conjunction with the HHS current monitoring protocol instrument to guide this process. Data mining and evidence gathering included utilizing the methodologies listed below in a standardized process linked to compliance areas:

- Interview Guides
- Observation Guides
- Document Review Guides
- Checklists

Raw data was collected by team leaders and organized. Head Start Management Team members then analyzed the presented data to address: *Areas of Strength, Areas of Improvement, and Areas of Concern*. It is important the data is analyzed to determine whether events occur in isolation, or if they are a part of a larger trend of system implementation issues. A final report is compiled from this information. It includes a summary of these results and makes determinations regarding opportunities for program quality improvements. Program improvements will be formatted into an action plan providing action steps, timeframes, staff responsibilities, and results/progress.



## GRANT APPLICATION TIMELINE FY 2016-2017

Task	Person(s) Responsible	Completion Date
Program Planning	HSMT Meetings/Governing Boards/STG Support	Aug.9, 11, 15, 24 Sept. 13, 26, 2016
Self-Assessment Orientation/Team Mtg.	Head Start Director / Head Start Mgmt. Team	November 04, 2016
Shared Governance	Board of Directors/Policy Council/HS Director	November 17, 2016
School Readiness/Child Outcomes Qtr. 1 Program Planning	Education/Disability Specialist FHCS Specialist Site/Collab. Administrators	December 9, 2016
Self-Assessment Team Report	HSMT	January 13, 2017
Self-Assessment Report to H.S. Director	HSMT	January 27, 2017
Shared Governance Meeting (1)	Board of Directors/Policy Council/ HS Director/HSMT	
Self-Assessment Cumulative Report	Head Start Director report to Policy Council “ “ Board of Directors	February 16, 2017 February 22, 2017
School Readiness/Child Outcomes Qtr. 2	Education/Disability Specialist FHCS Specialist Site/Collab. Administrators	March 3, 2017
Service Area Plans - updates	HSMT Ongoing Monitoring Retreat	March 3, 2017
Training Plan and Assessment	HSMT Ongoing Monitoring Retreat	March 3, 2017
Budget	Finance Director/Head Start Director	March 10, 2017
Budget Justification	Finance Director/Head Start Director	March 10, 2017
Head Start Enterprise System	Finance Director, Head Start Director Fiscal/Administrative Support.	March 10, 2017
Review Full Grant Application	Head Start Director/Executive Director	April 1-19, 2017
Policy Council Meeting ~ Approval	Policy Council	April 20, 2017
Board Of Directors Meeting ~ Approval	Board of Directors	April 26, 2017
Electronic Submission to ACF, Office of Head Start Region V. Head Start Enterprise System	Head Start Administrative/Fiscal Specialist	April 28, 2017



**LCCAA HEAD START  
SELF ASSESSMENT TEAM ROSTER**

Service Area	Team Leader(s)	Team Members
<p><b>Child Development &amp; Health Services</b> (CLASS, Comprehensive Services, School Readiness).</p>	<p><b>Maria Vasquez</b> Abe Beltran Milton Card</p>	<p>Rhonda Brown – Kiddie Kollege Administrator Sierra Frye – Nord Center Case Manager Sheri Shank – Policy Council President Candice Regal – Policy Council Vice President Talisha Wiggins – Policy Council Parent Christina Delgado – Parent – (Subway Manager) Nancy Sabath – LCCAA Board of Directors Vice Chair Jumario Simmons – LCCAA IT Coordinator Tina Barrios – LCCAA FSW Deedee Tarrant – Community Control Worker, Childcare for Juvenile home. Aaron Thompson – LCCAA Grievant Coordinator</p>
<p><b>Family and Community Partnerships</b> (Comprehensive Services &amp; School Readiness).</p>	<p><b>Jennifer Bartlebaugh</b> Deanna Gregg Diana Gifford Linda Burnworth</p>	<p>Scott Broadwell – LCCAA Board of Directors Delisa Nelson – Chrissy Belpulsi – Paul Holland - Victoria Monn Caitlyn Ciero Traci Rietz</p>
<p><b>Management Systems</b> (Environmental Health &amp; Safety, Leadership, Governance).</p>	<p><b>Stefanie Drew</b> Sharon Henry Rebecca Rodriguez Akeea Hodges Latoya Alexander</p>	<p>Candace Regal- Policy Council John Payne-Policy Council Barb Davis- Finance /Branch Manager Jasmine Henson - Community Member Kathy Gardner -Teacher Venessa Castillo - Teacher Curt Brown - Broker Associates Johnna Lyman - Lorain City Schools Barb - Ret. BW Faculty Virgina Beckham - Director Genesis House</p>
<p><b>Program Design</b> (Fiscal Integrity, ERSEA)</p>	<p><b>Judie Emerine</b> David Sokoll Tracy Hough</p>	<p>Henry Patterson – LCCAA Board Chair Vassie Scot – LCCAA Board Member Sherry Oleyar – Senior Accountant Amy Szmania – Treasurer</p>

## INTERPRETING THE INFORMATION

### CHILD DEVELOPMENT & HEALTH SERVICES

#### Strengths

- LCCAA implemented a new data base system, *CHILD PLUS*. The new system has improved and enhanced family information tracking.
- Solid School Readiness Goals that are reviewed ongoing by staff, parents, and community.
- Strong transition plans for both HS and EHS programs. Parents receive transition information throughout the year and feel prepared for their child's next steps.
- Mental Health timely response and follow up with families is strong.
- Disability area supports and new Manager has increased efficiency of referral process.
- Teacher credentials – LCCAA has committed to providing high quality services. We are currently at 48% (26/54) of our directly operated teachers with higher degrees and 74% agency-wide of teachers having Bachelor and Master degrees:

#### Directly Operated

2 Teachers = Master Degrees

25 Teachers = Bachelor Degrees

#### Collaborative Partners

7 Teachers = Master Degrees

7 Teachers = Bachelor Degrees

- Community Collaborative Partnerships



## **CHILD DEVELOPMENT & HEALTH SERVICES Cont.**

### **Improvement Needed**

- Additional training for Child Plus is necessary to explore systems usage.
- Family Partnership Agreements – Timely follow ups need to improve.
- Increase attendance at parent meetings. – Currently 20% of parents attend the scheduled meetings.
- Increase overall parent participation on advisory committees.

### **Area of Concern**

- None

## **FAMILY & COMMUNITY PARTNERSHIPS**

### **Strengths**

- Communication with families.
- Community Collaborative Partnerships
- Screenings and referrals are strong.
- Strong School Readiness Goals organized through child outcomes data.
- Strong transition practices for both EHS and HS
- Strong referral process and follow up for children on IEPs and IFSPs.

## **FAMILY & COMMUNITY PARTNERSHIPS Cont.**

### **Improvement Needed**

- Continued work toward strengthening communication with LCS partner. Ongoing relationship building and communication for the referral process of children suspected of having a disability.

### **Area of Concern**

- None

## **MANAGEMENT SYSTEMS**

### **Strengths**

- Program planning aligned with agency goals and overall mission.
- Strong governance procedures in place.
- Strong program reporting practices.
- Strong practices with sharing information with parents, staff, and community (i.e. monthly budgets etc.).

### **Improvement Needed**

- Additional support and training for *Child Plus* is necessary to explore systems usage.
- Ensuring all staff have clear communication and knowledge on program long and short term goals.
- Recruit more community members to participate in the self-assessment.

### **Area of Concern**

- None

## PROGRAM DESIGN

### **Strengths**

- Average Daily Attendance (ADA) has improved over this past year by 21%.
- Strong incentive plans in place to encourage and increase ADA.
- Strong income verification process in place.
- Strong fiscal systems in place.

### **Improvement Needed**

- Continued work toward meeting and exceeding the 85% ADA threshold.

### **Area of Concern**

- None

## **CONCLUSIONS**

LCCAA's self-assessment process was successful and helped to reveal the program's strengths and also areas where improvements can be made. The final analysis of this self-assessment revealed program strengths are:

- Strong governance structure
- Communication with families,
- Strong process in place in developing school readiness goals,
- Strong transition and mental health practices,
- Improved teacher credentialing,
- Improved disabilities structure,
- Strong community partnerships
- Strong fiscal systems in place

The areas of improvements will be documented in the plan of action which will note specific time frames, and persons responsible. This year's self-assessment found no areas of concerns.