

2018 Self-Assessment Report

Orange County Head Start

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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I. Introduction

Program Description

Orange County Head Start, OCHS, a division of the Family Services Department within Orange County Government, is a long standing program, operating since Head Start's inception in 1965. The program is center based and geographically dispersed throughout Orange County in twenty-two facilities, of which includes county owned facilities, Orange County Public School campuses, city municipalities, and faith based organizations. The program is funded to serve 1,536 children, of which 756 receive a traditional 6 hour day of instruction and 780 receive an extended 10 hour day of instruction. A formal partnership agreement with the Early Learning Coalition of Orange County enables the program to also provide Voluntary Pre-Kindergarten (VPK) services.

Context for Self-Assessment

1. Orange County Head Start 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.
2. An assessment activity was completed in December 2017 in order to gather documentation to identify the level of preparedness for the federal review. As a result of this review, several areas were identified to be further analyzed by the self-assessment team.
3. Senior Management presented these areas of focus to the self-assessment planning team to provide the context in which to conduct further analysis.
4. The Self-Assessment team, comprised of management, staff, Policy Council representatives, parents, and community partners, was tasked with evaluating the program in these targeted areas using a strength based approach and collaborative inquiry to further analyze the data collected during the December 2017 assessment activity.

5. Data sources reviewed by the Self-Assessment team included child and family outcomes data, professional development data, ongoing monitoring data, as well as, other applicable program data.
6. Discoveries and recommendations from the Self-Assessment team will be used to inform program planning and continuous improvement.

II. Methodology

The Self-Assessment is a five phase process, encased by a pre and post phase.

1. Pre-Phase – Review of Program Data
2. Phase 1-Design the Process
3. Phase 2-Engage the Team
4. Phase 3-Analyze & Dialogue
5. Phase 4-Recommendations
6. Phase 5-Prepare the Report
7. Post-Phase-Program Planning

Pre-Phase - Review of Program Data

Date	Action	Purpose
3/30/2018	Self-Assessment Planning Meeting	Review program data and determine focus areas for Self-Assessment

The pre-phase consisted of the review of program data that was collected during the December 2017 self-assessment activity, to include monitoring results, progress on program goals and objectives, and other program data to support compliance in order to identify focus areas for the annual Self-Assessment. During the pre-phase, the management team in conjunction with their service area staff reviewed program data from their respective service areas and were able to identify areas of strength and concern. As a result the following topics were proposed to the Self-Assessment Planning Team as topics for Self-Assessment. The topics that were chosen for review by the Self-Assessment team are as follows:

Focus Area	Concern/Consideration
I. School Readiness- Staff Development	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.
II. Health Services- Data Usability and Monitoring	Evaluate the effectiveness of the service area's ongoing monitoring procedures and practices in ensuring children's health needs are identified and addressed as early as possible.
III. Disabilities Services- Timeliness of Services	Evaluate the effectiveness of the program's procedures and practices to ensure the timeliness of service delivery to children with disabilities or suspected of having special needs.
IV. Family Engagement- Family Assessment Instrument	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.
V. Transition- Preparedness and Plan Implementation	Evaluate the program's ability to effectively implement its proposed Transition Plan, program developed procedures, and best practices in order to comply with the requirements of Head Start Program Performance Standard 1302.71.

Phase One- Design the Process

Date	Action	Purpose
4/9	Presentation of SA Plan to Policy Council Executive Board	Review and approve 2018 Self-Assessment Plan and invite representatives to participate on the Self-Assessment team
5/22	Submission of SA Plan to BCC	Review and approve 2018 Self-Assessment Plan

During phase one, the Self-Assessment plan and timeline were established and approved by the Policy Council. Once approved, team participants were selected based on their area of expertise and ability to analyze data. The team’s composition included key management and service area staff, Policy Council representatives, student interns, as well as, community partners.

Phase Two- Engage the Team

Date	Action	Purpose
4/16	Self-Assessment Team Orientation	Orient team members to the Self-Assessment process and focus areas

During phase two, the Self-Assessment team participants were brought together for an orientation of the self-assessment process, which also provided an overview of the program’s structure, services provided, and the results of the previous year’s Self-Assessment.

Phase Three- Analyze & Dialogue

Date	Action	Purpose
4/16	Data Analysis-Work Session	Review, discuss and analyze program data

Immediately following phase two, the Self-Assessment team was divided into sub-groups and assigned a focus area topic. Each member received a packet of information including a Focus Area Summary Sheet providing additional context for their assigned task. The latter portion of the morning and the entire afternoon was spent analyzing the data provided.

Phase Four- Recommendations

Date	Action	Purpose
4/16	Recommendations and Debriefing	Make recommendations based on discoveries and report to the large group for discussion.

Phase four required each sub-group to come up with recommendations based on their discoveries. Team leaders for each sub-group were instructed to complete a Summary of Recommendations form. Once completed, a debriefing occurred in which each sub-group reported discoveries made to the large group. The large group spent time making connections between discoveries across the various sub-groups in order to consolidate discoveries and identify final recommendations to inform program planning. Feedback to improve the next year's Self-Assessment was also obtained.

Phase Five- Prepare the Report

Date	Action	Purpose
4/17-4/21	Draft Self-Assessment Report	Discoveries and recommendations from the Self-Assessment team were compiled into a comprehensive report
4/23	Review of Self-Assessment Report	Review report draft for content and understanding of discoveries

Phase five entailed the writing of the final Self-Assessment report, which included a compilation of all the discoveries and recommendations from the Self-Assessment team, as well as, any identified program strengths within one or more of the focus areas, areas for improvement to address potential risks to compliance, opportunities to enhance management systems and ensure progress on program goals and objectives.

Post Phase- Planning

Date	Action	Purpose
5/1 - 5/4	Management team meeting	Make programmatic decisions, complete program planning and develop relevant improvement plans

Results from the Self-Assessment will be reviewed by the Sr. management team to inform programmatic decisions and guide program planning for continuous quality improvement. Program performance will also be communicated during this time and will continue to be communicated throughout the next program year as plans for program improvement are implemented.

III. Self-Assessment Results

Discoveries and recommendations gleaned from the Self-Assessment are delineated under the five 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. Each recommendation is followed by the category it seeks to address/enhance in parentheses.

Staff Development in support of School Readiness

Management System: Training & Professional Development

- ***Discovery: Training and professional development preparation***
- ***Recommendations:***
 - Provide professional development opportunities for the staff who are trainers to enhance their skills and create better adult learning experiences.
 - Develop a training calendar for teaching staff trainings to ensure consistency.
 - Provide more time for development of training to ensure it is more intensive and effective and aligns with school readiness goals and the needs of staff.
 - Identify learning styles of staff and limit group sizes for trainings.
- ***Discovery: Process for identifying staff training needs***
- ***Recommendations:***
 - Develop uniform training topics to provide opportunities for report filtering by training topic in ChildPlus. ****Discovery/Recommendation also reported last year**
 - Embed into procedures the intentional use of the *Professional Development Plan* form to document training needs of staff.

- Align professional development trainings with the ELOF and school readiness goals.
- Use child outcomes data as a data source for training needs of staff. Child outcomes data can be used to determine which specific skills the children are not meeting the program's performance objectives for school readiness and train teachers on how to teach these specific skills.
- Track staff turnover to identify the number of new staff in the classroom in need of training in effective teaching practices.
- Ensure new lead teachers are trained on effective teaching practices in ECE.
- **Discovery:** *CLASS Scores and ongoing monitoring demonstrate low scores in Emotional Support*
- **Recommendations:**
 - Complete an assessment on the fidelity of PBIS implementation in the classroom.
 - Survey teachers to identify their use and knowledge of PBIS.
 - Determine the reasons why staff are not using resources provided and identify resources that can be eliminated, if deemed ineffective.
 - Provide more intensive PBIS training to teaching staff whose classrooms are low performing.
 - Increase the emphasis of PBIS program wide with teaching staff by providing training opportunities on an ongoing basis.
 - Provide Trauma training on ACE's to improve staff's understanding of children's social and emotional development.
 - Consult with partners at the University of South Florida to provide training.
- **Discovery:** *50 percent of teacher assistants are new to CLASS*
- **Recommendations:**
 - Include teacher assistants in the MMCI trainings for CLASS.
 - Have mentor coaches assist with training and technical assistance to teacher assistants.

Management System: Technology & Information Systems

- **Discovery:** *ChildPlus limitations for recording and reporting professional development needs of staff*
- **Recommendations:**
 - Identify a way for entering the professional development needs of staff in the ChildPlus system and filter for those needs on a report.

Management System: Data & Evaluation

- **Discovery:** *Progress of children with special needs is not being reviewed independently of children not receiving services.*
- **Recommendations:**
 - Set up a group in Galileo for children receiving special need services and determine how they are progressing.
 - Set up groups for children whose families are also receiving services and/or enrolled in parenting curriculums offered by the program.

Management System: Ongoing Monitoring & Continuous Improvement

- **Discovery:** *Monitoring instruments used to assess staff*
- **Recommendations:**
 - Revise Education and Disabilities service area monitoring instruments to align with the Emotional Support domain for CLASS.
- **Discovery:** *Evidence of staff implementing skills attained during training ****Reported last year***
- **Recommendations:**
 - Conduct gain surveys as a follow up to training to determine what staff learned ****Reported last year**
 - Revise monitoring tool to include performance indicators related to teaching practices in ECE that were provided in trainings
 - Conduct observations that determine if and how new skills are being implemented in accordance with the training provided.

- Consult with Orange County Human Resources on the appropriate procedures to implement to escalate to progressive discipline when work performance expectations are not met after multiple training opportunities.

Effectiveness of Health Services Data Usability & Monitoring

Management System: Training & Professional Development

- ***Discovery:*** *Monitoring appears ineffective due to lack of training*
- ***Recommendations:***
 - Provide retraining on service area procedures and requirements, including procedures for ongoing monitoring.
 - Recruit retired RN to volunteer in order to provide consultation and expertise in Head Start health services for the new LPNs.

Management System: Ongoing Monitoring & Continuous Improvement

- ***Discovery:*** *Ineffective monitoring procedures*
- ***Recommendations:***
 - Strengthen standard operating procedures for monitoring in the Health service area and include frequency for monitoring activities.
 - Establish performance benchmarks and milestones.
 - Identify one LPN to take the lead on monitoring activities.
 - Implement cross monitoring within the service area or within the unit so staff are not self-monitoring.
- ***Discovery:*** *Tracking systems not used to monitor the provision of health services*
- ***Recommendations:***
 - Train staff on new tracking process in ChildPlus so that it can be used to identify expiring health events.
- ***Discovery:*** *Concern for compliance with obtaining physical exams in a timely manner*
- ***Recommendations:***
 - Determine if DCF will accept a doctor's note or visit print out until physical form is obtained from physician.

Management System: Technology & Information Systems

- **Discovery:** *Access to data management system is limited at centers. Installed ports for internet access are not always functional or available.*
- **Recommendations:**
 - Provide a desktop computer with internet access to employees traveling to centers.

Management System: Program Planning & Service System Design

- **Discovery:** *Lack of partnerships and volunteers*
- **Recommendations:**
 - Increase partnerships in the community related to healthcare.
 - Solicit for a physician to volunteer time and services.
 - Increase access to providers by hosting an open house or community fair.

Timeliness of Disability Services

Management System: Ongoing Monitoring & Continuous Improvement

- **Discovery:** *Insufficient Procedures for Follow Up and Identifying children who need follow up*
- **Recommendation:**
 - Follow up procedures should include timeframe requirements for follow up on actions.
 - Develop a report that will show children who have not received a follow up within a certain time frame.
 - Develop a method to filter the report and prioritize based on need.
 - Create a better method to generate Mental Health reports so that they are user friendly.
- **Discovery:** *Inconsistency in data entry and difficulty interpreting notes from staff*
- **Recommendation:**
 - Develop a data entry guide with specific examples of how notes should be written.

- Update status fields and notes such as when required paperwork is received and the child is pending for an appointment to be scheduled.
- When a code of *denied* is entered in ChildPlus, staff should be more informative as to the reason for the denial and explain what the final outcome or next steps will be.
- Identify in ChildPlus notes whether scripts were initiated by parents or the Disabilities Services area.

Management System: Program Planning & Service System Design

- ***Discovery:*** *Concern regarding the timeliness of services from providers*
- ***Recommendation:***
 - Explore options with Fiscal for changing providers.
- ***Discovery:*** *Teachers do not have access to the Disabilities module in ChildPlus*
- ***Recommendation:***
 - Provide *view only* access to teaching staff to allow them to keep informed of the status of children’s evaluations as well as keep parents informed.

Family Engagement

Management System: Data & Evaluation

- ***Discovery:*** *Most families are stable according to the Family Assessment.*
- ***Recommendation:***
 - Complete the initial Family Assessment when school starts to better identify strengths and needs.
 - Provide additional training on how to assess the families accurately.
 - Openly communicate with families and thoroughly explain the family assessment process to encourage families to disclose an accurate representation of their current situation.
- ***Discovery:*** *Methods used to refer families and establish family goals varies from staff to staff*
- ***Recommendation:***

- Follow up should occur with both the family and the referral agency to determine if services were received and whether they were effective.
- Increase local and informal partnerships in the community.
- **Discovery:** *Inconsistency in data entry and follow up on needs identified and family goals ****Also reported last year***
- **Recommendation:**
 - Ensure compliance with data entry guide.

Management System: Ongoing Monitoring & Continuous Improvement

- **Discovery:** *Difficulty identifying progress on family goals and family outcomes*
- **Recommendation:**
 - Increase monitoring oversight by Sr. Family Service Workers to ensure FSWs are provided with appropriate guidance and families are progressing. ****Also reported last year**
 - Ensure timely follow up and data entry to readily identify progress.
 - Start Family Assessment intake earlier in the school year.
 - Ensure families participating in the parent curriculums are the same families with an identified need or interest based on the Family Assessment.
 - Family Service Workers should rely on the Family Assessment to assist families in the development of family goals.
 - Provide skill building support to FSWs be able to guide and direct families toward the smaller steps that will lead families to achieve their long-term goals.
 - Provide a pre and posttest to evaluate the effectiveness of the Incredible Years parenting curriculum and determine whether families obtained new skills.
- **Discovery:** *Questions to measure the strengths and/or needs of families desire to learn English and the promotion of the primary language at home are not included on the Family Assessment.*
- **Recommendation:**

- Revise Family Assessment instrument
- **Discovery:** Questions to support transition to kindergarten are insufficient.
- **Recommendation:**
 - Create additional open-ended questions to include on the Family Assessment to identify the program's success in preparing families to transition their children.

Management System: Program Planning & Service System Design

- **Discovery:** Work Distribution- Too much time spent on ineffective or redundant tasks
- **Recommendation:**
 - Lighten case load for Family Service Workers.
 - Eliminate tasks that are not proven to be beneficial to support family's needs and interests
 - Eliminate the Family Interest Survey. Strengths, needs and interests can be identified through the Family Assessment process.
 - Conduct a work-distribution analysis to determine other inappropriate work priorities.

Transition Preparedness and Plan Implementation

Management System: Data & Evaluation

- **Discovery:** No data for children transitioning to Kindergarten
- **Recommendation:**
 - Provide data for children and families

Management System: Ongoing Monitoring & Continuous Improvement

- **Discovery:** Tracking method for successful transitions
- **Recommendation:**
 - Obtain children ID number from OCPS
 - Send survey to parent 1-2 months after transitioning from Head Start
 - Follow up with school counselor to obtain student progress reports quarterly

Management System: Program Planning & Service System Design

- ***Discovery:*** *Transition Fair for families*
- ***Recommendation:***
 - Have each site host a fair at multiple times to provide more opportunities for families to attend and invite community partners as well as representatives from the nearby public schools.
- ***Discovery:*** *Parent field trips to elementary schools*
- ***Recommendation:***
 - Find out the orientation schedule for specific schools.
 - Bus parents to the school to gather information and complete orientation.
 - Have education or family services staff attend the field trip to assist families navigate through the orientation process.
- ***Discovery:*** *Activities in the learning environment*
- ***Recommendation:***
 - Provide a tip sheet for staff to use with parents.
 - Use a newsletter or app to engage families and provide tips and/or resources for transition.
 - Have staff assist parents with identifying the elementary school their child will attend.

VI. Key Insights

Strengths & Successes

The Self-Assessment team identified the following program strengths and successes that can potentially be built upon to support continuous improvement in the Health Services area.

Management System: Technology & Information Systems

Strength Identified: Tracking Immunizations

- The Florida SHOTS (State Health Online Tracking System) registry is used to retrieve immunization records for enrolled children. The program may want to consider how a similar approach can be used to retrieve physical and dental examinations directly from the health care providers with parental consent.

Management System: Program Planning & Service System Design

Strength Identified: Mobile Dental Services

- The program entered in a partnership with Orange Blossom Health to bring mobile dental services to children in Head Start who would otherwise have difficulty going to the Dentist. The program should consider using strategies that were used to create this partnership to establish other partnerships for medical services.

Opportunities to Improve

The self-assessment results delineated in Section III of this report provided details on the discoveries and recommendations from the team. Many of the discoveries identified an opportunity for the program to enhance and streamline service delivery to children and families. In addition to service delivery, the discoveries were also observed to be associated with several management systems. A few of these management systems were also identified in last year's Self-Assessment as ones to focus efforts for improvement. As stated in last year's assessment, strong management systems are a vital factor in ensuring effective and high-quality delivery of services.

The following management systems were found to have an association with the discoveries from both the 2017 and 2018 Self-Assessment:

- *Training & Professional Development*
- *Technology & Information Systems*
- *Data & Evaluation*
- *Ongoing Monitoring & Continuous Improvement*

In addition to the management systems above, the following management system was also found to have an association with the discoveries from the 2018 Self-Assessment:

- *Program Planning & Service System Design*

V. Conclusion

Orange County 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 during the planning process to assist the management team in determining appropriate actions to include in the program's improvement plan. The improvement plan devised will be implemented within the next program year to enhance program performance and increase the probability of the program achieving established performance objectives. The success of the improvement plan will be tracked and monitored to measure progress during quarterly progress reviews.

