

Self – Assessment Summary 2014



Northern California Child Development Inc.



ENRICH
•
EMPOWER
•
ENGAGE

Summary of Findings

Organization of Findings

As described in the NCCDI Self-Assessment process, a group of NCCDI stakeholders including, staff, parents, community members, policy council and governing board members were invited to conduct the NCCDI Head Start & Early Head Start annual Self-Assessment. The Self-Assessment team completed an analysis of agency performance within the following 8 component areas:

- Health and Nutrition
- Facilities, Materials, Equipment & Transportation
- Disabilities
- Mental Health
- Family and Community Partnerships
- Child Development
- Fiscal Management
- Program Design and Management

The analysis began with a training focused on techniques and methods for analyzing data and strategies for observing program operations that were to be used by program evaluators. Upon completion of the assessment activities that included observations, interviews, and a review of program documents, the Self-Assessment team met to summarize findings and identify areas of program strengths and opportunities for improvement. The management team summarized the findings and constructed a Self-Improvement Plan to be presented to the Governing Board, Policy Council and program staff.

The results of the Self-Assessment are presented by Head Start & Early Head Start program component areas. Each component area contains an overview of the program documents that were reviewed, interviews conducted, and classrooms observed, and the Self-Assessment findings organized according to their associated components. For each component a summary statement on the overall performance of NCCDI as related to the Head Start & Early Head Start programs is provided. In addition, specific strengths and opportunities for improvement in program performance are identified. For the purpose of the assessment, strengths are defined as promising practices, and/or areas in which NCCDI is strong and meeting expectations. Areas for improvement are defined as areas that required attention in order for NCCDI to meet or exceed expectations.

In constructing the Self-Improvement Plan the Management Team addressed findings using an outcome based response in which health and safety findings were addressed immediately. Other findings were addressed according to the categories of training, systemic changes, performance accountability, and advocacy efforts. Within the category of training, solutions were further defined to identify the source of resources which included in-house training resources and resources provided by our regional training and technical assistance provider.

Program Component Area: Health and Nutrition

Overall Performance Objective
Head Starts commitment to wellness embraces a comprehensive vision of health for children, families and staff. The objective of performance standards related to health and nutrition is to ensure that through collaboration among families, staff, and health professionals all child health concerns are identified, children are linked to an ongoing source of continuous accessible care to meet their needs, and to nurture healthy development and promote life-long well being.

Promising Practices	Areas of Improvement
<p>Prevention and Early Intervention – The program exceeds the Performance Standards in the EHS program as it is not required for 0-3 year olds to go to the dentist, and it is highly encouraged by NCCDI. Once EHS children have reached their first birthday or their first tooth erupts we require they get examined by a dentist. By not waiting for them to enter Head Start we had the treatment completed now instead of letting it get worse.</p> <p>NCCDI plays an integral role in the Give Kids a Smile Day in Tehama County, an annual all-day event where local area dentists provide screenings, routine treatments, and follow up treatments for more extensive work to Tehama County children up to age 18 all free of charge.</p> <p>NCCDI provides healthy meals. Menus are made by an in house Registered Dietician. She completes one on one counseling with parents and families and will do a home visits if necessary. New foods are introduced to children on a regular basis, including cultural foods.</p>	<p>Issue: None noted</p> <p>Corrective Action Plan: Not applicable</p>

Documents Reviewed:

Cum Files, Health Cover Sheets, Health Tracking Sheets, Medication Administration Forms, Allergy Statements, Allergy Plans, General Health Care Plans, Medication Record Logs, In house Referral Forms, Menus, Food Allergy documents

Interviews Conducted:

Paige Davison, Health Manager; Sarah Reyes, Food Service Worker; Debbie Jones, Food Service Worker; Charleen Smith, EHS Site Supervisor; Vivianna Ramirez, EHS Teacher; Ashlie Kramer, Head Start Teacher Director

Sites Visited:

Caterpillar Cottages/Butterfly Bungalow (EHS), Tadpoles to Toads (EHS), Corning Center (HS), Red Bluff Center (HS)

Program Component Area: Facilities, Materials, Equipment & Transportation

Overall Performance Objective
The objective of the assessment of the facilities, materials, equipment and transportation section is to ensure that the physical environment and health practices support the delivery of high quality services to all children and families. Facilities, materials, and equipment are selected and maintained to create learning environment that is safe, accessible, welcoming, comfortable, age appropriate, culturally sensitive and in keeping with the individual needs of children and families.

Promising Practices	Areas of Improvement
NCCDI has new Maintenance Worker who has been very respondent to completing work orders in a timely fashion. He has been proactive in identifying problems and fixing them. All Head Start facilities passed NAEYC Accreditation Standards.	Issues: Tehama Center exterior needs to be painted. Corrective Action Plan: 1) If sufficient funds are available we will contract with painter to paint building

Documents Reviewed:

Licensing Boards and Forms, Parent Boards, Monthly Safety Checklists, Medication Administration Forms, Emergency Procedures

Interviews Conducted:

Paige Davison, Health Manager; Charleen Smith, EHS Site Supervisor; Vivianna Ramirez, EHS Teacher; Ashlie Kramer, Head Start Teacher Director

Sites Visited:

Caterpillar Cottages/Butterfly Bungalow (EHS), Tadpoles to Toads (EHS), Corning Center (HS), Red Bluff Center (HS)

Program Component Area: Disabilities

Overall Performance Objective
Head Start has a responsibility to make available directly or in cooperation with other agencies services to children with disabilities in the least restrictive environment possible in accordance with IEP's and IFSP's. The objectives of the disabilities program area support the organization of activities and resources to help children with disabilities overcome or lessen their disabilities and develop to their potential.

Promising Practices	Areas of Improvement
NCCDI has developed Full-Inclusion model Head Start classroom and mental health combination model Head Start classrooms in order to better serve children with disabilities and behavioral issues throughout our service area. Currently out of its 14 Head Start classrooms, NCCDI operates two of them as full-inclusion classrooms and three of them as mental health classrooms. NCCDI has a strong relationship with the Tehama County SELPA that provides each inclusion class with a Special Education Teacher. The formation of these classrooms has enabled these children to be diagnosed and receive services in the least restrictive environment as early as the age of 3, that they otherwise would not receive until they entered kindergarten and then be most likely segregated into a Special Education classroom.	<p>Issues: Transitions from Home Base option to either EHS Center Base or Head Start Center Base can be improved through better understanding of different options by staff. Home Visitors unable to communicate to parents about services provided at Centers. Center based staff unfamiliar with services being provided in Home Base model.</p> <p>Corrective Action Plan: During Pre-Service training, we will have a session on Home Base Basics in which Home Visitors will share with Center Based staff services provided in Home Base option. In addition, Home Visitors will attend a Head Start Parent Orientation and regularly visit EHS and Head Start Centers to better understand how Center services are provided in order to better transition children and parents.</p>

Documents Reviewed:

Children's cum files, IEP/IFSP meeting documents, referral documents, weekly curriculum sheets

Interviews Conducted:

Rosie Flores-Wilfong, Education & Disabilities Manager; Charleen Smith, EHS Site Supervisor; Vivianna Ramirez, EHS Teacher; Ashlie Kramer, Head Start Teacher Director; Maria Estrada, EHS Home Visitor; Norma Rivas, EHS Home Visitor; Beni Galvan, Family Advocate; Maria Lowe, Family Advocate

Sites Visited:

Caterpillar Cottages/Butterfly Bungalow (EHS), Tadpoles to Toads (EHS), Corning Center (HS), Red Bluff Center (HS)

Program Component Area: Family and Community Partnerships

Overall Performance Objective
Head Start serves families within the context of the community and recognizes the need for agencies to work together to ensure family centered services. NCCDI offers parents opportunities for support and growth so that they can identify their own needs, interests and strengths. The objectives of this section include using the family partnership process to support families across all areas of the Head Start program, building community partnerships, and ensuring positive transitions for children into elementary school. Program subsections include: Family Partnership Building, Parent Involvement, and Community and Child Care Partnerships.

Promising Practices	Areas of Improvement
Centers are all very warm, friendly, and inviting. Family Advocates and Home Visitors do everything they can to support families. Many families expressed that the support they receive go above and beyond anything they expected including assistance with resources regarding issues families are dealing with, assisting in transporting to appointments and events, help with finding new housing when their current living conditions are unsafe. Families and staff can see we are very connected within our community. They are educated on what resources are available in the community and know when there is a referral done it will be followed up on. Parents appreciate all the different activities and events we have that enable them to become engaged.	<p>Issues:</p> <p>1) Parent Areas at some Centers were found to be cluttered and not current (e.g. old Policy Council minutes were still posted).</p> <p>Corrective Action Plan:</p> <p>1) Parent Involvement Binder to be updated to include checklist of current documents to be available in parent area. Checklist will be reviewed in conjunction with monthly safety checklist to ensure Administration is notified in the event current documents are not posted.</p>

Documents Reviewed:

Letter from First 5 of Tehama County, Interagency Agreements, Family Interests Strengths and Needs Assessments, Parents Interests and Needs Survey, Tehama County Health Services Agency (TCHSA) MOU, Flyers, EHS/HS Transition Plans, EHS/HS Individualized Plans

Interviews Conducted:

Management; various parents; Charlene Smith, EHS Site Supervisor; Maria Rodriguez, Home Visitor; Beni Galvan, Family Advocate; all Head Start Center Directors; Mike Lindsey and Marcelino Rodriguez, Parent Engagement

Program Component Area: Child Development

Overall Performance Objective
The objective of Head Start and Early Head Start is to provide all children with a safe, nurturing, engaging, and secure learning environment, in order to help them gain the awareness, skills and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life. Specific components within this Program Component Area include: Curriculum and Assessment, Tracking and Follow-up, Child Outcomes and Individualization.

Promising Practices	Areas of Improvement
<p>Home Visitors and Center-based staff have built a bond with families based trust, respect, and a feeling of comfort with each other. Program gives parents the opportunity to for engagement in order to learn new skills to help their child learn at home, developing goals for their child, and planning curriculum during parent meetings.</p>	<p>Issues:</p> <p>1) There were was an instance where information, such as Individual Child Development Plan, was provided in the child's first language (in this case Russian). In one classroom, there is a child who speaks Russian and the ICDP is not available in Russian. (Red Bluff Center)</p> <p>2) Staff reported that they did not feel they were informed about progress on child outcomes and other information reported to parents and some staff but not all. Staff would like better understanding about how outcomes are shared with the governing bodies and what other outcomes program measures. (Happy Trails) PC rep reporting back; written system of S.R. goals in educational manual.</p> <p>Corrective Action Plan:</p> <p>1) Over 98% of the population in Tehama County speaks either English or Spanish as their first language. At times there have been children enrolled in our program whose first language is one other than those (e.g. Russian, Arabic, Punjabi). These languages are not only very rare in Tehama County, but in neighboring counties as well. Therefore it is very difficult to find translation services for these languages. Fortunately, at least one of the parents in most cases has been fluent enough in English understand most if not all the information provided. However, as many other organizations and agencies within Tehama County are also providing services to these families at the same time we are, we will coordinate with them our need for translation services as they may have access to translation resources that we are unaware of. We will also reach out to our State Training & Technical Assistance Early Childhood Education Specialist when these circumstances arise for additional assistance.</p>

	<p>2) Management will revise regular general all staff meetings to include updates on information provided at Policy Council and Governing Board meetings in order to keep staff informed on child outcomes and other data. In addition, management will be developing a written system of School Readiness goals to be included in each Center's Education Manual.</p>
--	---

Documents Reviewed:

Children's cum files, DRDP, individual curriculum plans, tracking sheets

Interviews Conducted: Education and Disabilities Manager, Home Visitors, Parents, HS and EHS Teacher Directors, Teachers, Teacher Assistants

Classrooms Observed: Cottages, Happy Trails, Corning Center, Red Bluff Center, Tadpoles, West Street, Home Base

Program Component Area: Fiscal Management

Overall Performance Objective
Objectives in this area establish minimum standards to ensure appropriate control of federal funds and organizational resources. Program policies and procedures address the allowability, allocability and reasonableness of charges to the program.

Promising Practices	Areas of Improvement
None noted.	<p>Issues:</p> <p>1) Bank reconciliations and financial reports, including in-kind, were not completely adjusted on a consistent basis prior to being submitted to Policy Council and Governing Board. In addition, budget reports were not provided to education staff on a consistent basis.</p> <p>2) During Child & Adult Care Food Program (CACFP), several areas of improvement were noted in training of fiscal staff and communication between fiscal and program staff.</p> <p>Corrective Action Plan:</p> <p>1) During early part of program year, we changed payroll providers and had turnover of one position within the Fiscal Department which caused delays in getting the reconciliations completed and financial reports adjusted properly. That being said, Fiscal Department will improve cross-training of fiscal staff to assist Chief Fiscal Officer in their duties during periods of turnover and other circumstances. This will enable Chief Fiscal Officer to be better able to stay timely with accurate reports.</p> <p>2) Corrective Action Plan for CACFP was already submitted and approved by Policy Council and Governing Board. Executive Director will monitor Corrective Action to ensure implementation of plan.</p>

Documents Reviewed:

Current Audit Report and Financial Statements, recent financial reports that go to Governing Board and Policy Council, Program budgets, Financial Assistance Award Letters, Vendor Contracts, SF-425 Reports, Non Federal Share Documentation

Interviews Conducted:

Kelly May, Chief Fiscal Officer

Program Component Area: Program Design and Management

Overall Performance Objective
The performance objectives for this area ensure that the program has an established policy group and governing body that share the responsibility for overseeing the delivery of high quality services for children and families in accordance with the Head Start legislation. Program areas examined under this component include: Program Governance, Planning, Ongoing Monitoring, Communications, Record Keeping and Reporting, Human Resources and ERSEA.

Promising Practices	Areas of Improvement
<p>Communication Strong relationships exist between the community and parents. NCCDI staff have worked with parents to utilize parent activity funds in a way that give back to the community (e.g. food drives, St. Jude Hospital Trike-A-Thon, Christmas tree donations, etc.)</p> <p>There is evidence of strong relationships between NCCDI and Community Partners. Various NCCDI staff are members of many community committees (e.g. Administrative Oversight Team, Early Intervention Partnership, Local Child Care Planning Council, Child Abuse Prevention Council, County Dental Subcommittee, etc.)</p> <p>Program Governance Despite not being subject to the Brown Act, NCCDI uses the Brown Act as an example of governance best practices. One example is to have agendas and packets of all materials available to governance members prior to meetings. This has assisted members in being better prepared for meetings and more vocal in asking questions. This has been especially true with our Policy Council as they have been much more proactive at meetings.</p> <p>Communication between Policy Council, Governing Board, and Management is strong. Policy Council members are invited to participate at Governing Board meetings as part of shared governance. Policy Council parents report that there is aggressive recruitment to attend meetings, which makes them feel needed and has led to all meetings having a quorum.</p> <p>Planning NCCDI has an approach to developing their Community Assessment that has led to a very detailed planning document. It is clearly used for program planning.</p>	<p>Issues:</p> <p>Record Keeping 1) Staff provided an unsanctioned letter of reference to one parent based on the staff's personal opinion, while the other parent was denied such a letter. The letter of reference ended up being used as part of a child custody case. A policy is needed that clearly defines what is allowed to be written in regards to reference letters for families and staff.</p> <p>2) Performance Evaluations not completed timely in accordance with policy.</p> <p>Communication 1) The current new hire orientation manual/system is too cumbersome to be completed in the first few days of being hired. In addition, not all orientation requirements are appropriate for all positions. Staff and supervisors recommend the current manual be divided up into a smaller orientation guide that can be used for all positions to be completed within the first week of hire, and then all other requirements could be specific to certain positions and completed over a longer period of time.</p> <p>2) An updated useable Website is needed to further communication throughout the program and community.</p> <p>Program Governance 1) When interviewed some Policy Council members stated they don't understand the Grant process.</p> <p>2) When interviewed some Policy Council members were not able to provide examples of how child outcome data has been used to plan for changes in the program. Currently, management reports to the Policy Council with an update on progress child outcomes and School Readiness goals. Management informs Policy Council whether the progress was ahead of expectations, on target, or below expectations. Management has then worked with education staff on developing strategies</p>

and training to improve areas where growth fell below expectations. However, these strategies and training plans have not been shared with Policy Council and Governing Board.

Planning

1) Parent Engagement staff have not been able to adequately plan fatherhood activities and include all positive male role models in those activities. Data collected in ChildPlus on fathers only includes information if father is related to child by blood, marriage or adoption. (Access to FISA for Parent Eng staff)

Ongoing Monitoring

1) It was noted that there were several instances when a referral was made to our Registered Dietician to contact a family that there was either a significant length of time before the follow-up was completed or it was not completed at all. In reviewing contact records, it was noted that while there were several attempts by Registered Dietician to attempt to follow-up by phone, no contact with family was actually made. Nutrition follow-ups tend to have slow follow-ups but usually due to phone tag with families.(procedure to follow up 3 times with family, then turn over to FA, FA give business card to family)

2) Organization computer server is cluttered with outdated forms and documents. Staff have also made unauthorized changes to master document so that when another staff member accesses form it is corrupted.

Corrective Action Plan:

Record Keeping

1) Develop policy to be included in Parent Handbook and Employee Handbook that prohibits any letter of reference for parents or staff (current and past) that includes personal opinion. A template letter will be created that outlines what factual information may be provided (e.g. period of service / employment, location(s) of service / employment, position(s) of employment). Any letter of reference must be signed by the Executive Director.

2) Human Resources will revise monthly report to Policy Council and Governing Board to include update on performance evaluations and number of past due evaluations under each manager.

	<p>Communication</p> <p>1) Develop more manageable orientation guide suitable for all positions (similar to the Passport to Success we used prior to current Orientation Manual). All other requirements in the current Orientation Manual that are not covered in the guide would be completed during the probationary 90-day period for new hires and used as a resource for new hire's 90-day evaluation.</p> <p>2) NCCDI management had begun initial research in developing new website. Management will take next steps into procuring a website developer to create new site.</p> <p>Program Governance</p> <p>1) It is somewhat expected that some new Policy Council members wouldn't be able to explain the entire grant process because they are going through it for the very first time. However, we will develop a simple to follow flow chart that visually outlines the grant process to be included in both the Policy Council and Governing Board's governance binders. The flowchart will be gone over with new members during their orientation.</p> <p>2) Management will continue to share progress on child outcomes and School Readiness goals as soon as the data has been received and reviewed. The month following reporting that progress, management will share the strategies and training plan identifying what changes will be made within program to improve areas where growth was lower than expected.</p> <p>Planning</p> <p>1) Family Advocates complete a FISA with family that includes information on family makeup including father or father figure information. Upon completion of FISA, Family Advocates will submit a copy to the Parent Engagement staff who will then be able to include that information when planning fatherhood activities.</p> <p>Ongoing Monitoring</p> <p>1) Procedure will be implemented by Registered Dietician and Family Advocates that after three unsuccessful attempts by Registered Dietician to contact family they will notify the Family Advocate. The Advocate will then contact family either by phone, at Center, or by Home Visit to determine if referral is still desired by family (if originally made at their request) and to ensure that contact is made with Registered Dietician.</p>
--	---

	2) Management will meet to discuss a document cutoff date for obsolete documents (i.e. all documents not modified within past 18 months will be deleted from network). In addition, Training and Technical Assistance Plan for upcoming year will include computer training for all staff at general staff meetings throughout year. Training will include presentations by our IT Consultant on do's/don'ts of document management, troubleshooting, and helpful tips.
--	---

Documents Reviewed:

Children cum binders, Health Tracking Sheets, Ed Tracking Sheets, Family Advocate Tracking Sheets, Classroom Observation Reports, PIR Report, Site Visit Reports, HS & EHS Monitoring Plans

Interviews Conducted:

Policy Council; Governing Board; Jennifer Torres, ERSEA Coordinator; Ashley Williams, Human Resources Coordinator; Brian Heese, Executive Director