



York County Head Start

2017-2018

Self-Assessment Report

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Introduction

York County Head Start (HS) provides comprehensive, high quality early childhood services to low income families residing in York County, Virginia. Services provided by York County HS are designed to promote the educational, social, nutritional and emotional development of children while providing family support services to their family. The program is operated by the staff of the Division of Children and Family Services, which is within York County's Department of Community Services. The mission of Children and Family Services is *"To develop partnerships that promote quality opportunities for children's educational readiness, at all levels of ability, and to foster success for families and staff."* The staff of York County Head Start strives to assist families in reaching self-sufficiency and to ensure children are prepared for school.

The program's specific long and short range goals, objectives, and strategies are outlined in the program's School Readiness Plan, Training and Technical Plan, and Program Plan. Goals and objectives are derived from information gathered from the annual Self-Assessment, Community Needs Assessment, Child Outcomes Report, Program Information Report, and from other data sources including feedback and input from program staff, parents, community representatives, Policy Council members, and Board of Supervisors (BoS) Members of the BoS and Policy Council actively participate in the shared decision-making, review and approval of financial reports, personnel actions, program plans, grant application, and assist in the ongoing monitoring of the program. The York County Board of Supervisors is comprised of five elected York County citizens, one each from the five election districts.

The York County Head Start program serves 117 children and operates **five (5)** days a week. The program operates three (3) centers in locations throughout the County: the **Griffin-Yeates Center** (four classrooms) in the upper portion of the County, the **Yorktown Center** (one classroom) in the mid portion of the County and, the **Bethel Manor Center** (two classrooms) in the lower portion of the County. The Yorktown and Bethel Manor centers consist of learning cottages (modular units) which are located on school property at elementary schools. The Griffin-Yeates Center hours of operation are 9:00 a.m. until 1:30 p.m., four and a half (4.5) hours per day, Monday through Friday. Both Bethel Manor and Yorktown Elementary classroom's hours of operation are 8:30 a.m. until 3:00 p.m., six and a half (6.5) hours per day, Monday

through Friday. Afternoons and teacher work days are used for meetings, in-services, trainings, parent teacher conferences, and home visits. All three centers are licensed through the Virginia Department of Social Services.

The 2017-2018 HS Self-Assessment process, mandated to be completed annually, involved the collection of information from a variety of sources to determine if systems and services have been implemented and are working effectively. In addition, the process allows the program to assess progress in meeting program goals and objectives along with identifying areas of strength and improvement. The results of the Self-Assessment serve as a driving force in setting program goals that will advance the program's services as well as acknowledge program successes. In conducting the self-assessment, program staff worked collaboratively with policy council members, parents, and community representatives on the self-assessment team to focus on improving services for enrolled children and families in three key areas.

Methodology

In accordance with paragraph 45 CFR 1302.102(b)(2) of the Head Start Performance Standards, York County Head Start's annual self-assessment process was conducted in the winter of the 2017-2018 school year. The Self-Assessment purpose, process, and timeline was reviewed and approved by the Policy Council. After which, York County Head Start management team met to discuss program information and data in order to determine three (3) Focus Areas for the Self-Assessment team to explore. Summaries of ongoing monitoring results, information on the progress of the program's goals and objectives, and other program data were gathered and used to identify areas of strength, concerns, and issues that would benefit from further evaluation by the Self-Assessment (SA) team. Individuals were extended an invitation to become a part of the Self-Assessment Review Team. Individuals joining the team and receiving training on the process included: management and leadership staff (Director, Family Services Coordinator, Health Services Program Administrator, Education Coordinator, and Nutrition Specialist); program (Mentor/coach, administrative assistant and teaching staff); parents/policy council members; and a community partner.

2017-2018 Head Start Self-Assessment Timeline of Events

In order to complete the self-assessment, a timeline of events which identified activities and person(s) involved was developed. This timeline was used to ensure the self-assessment process was completed. See below for the chart listing events associated with the self-assessment process and timelines:

2017-2018 Self-Assessment Time Line	
12/19/2017	Self-Assessment Overview and Training of Management Staff and Policy Council
1/29/2018	Self-Assessment Team Engagement and Orientation
1/29/2018	Conduct Self-Assessment Process- Analyze and Dialogue
1/31/2018	Collate Information and Develop Self-Assessment Reports
2/16/2018	Provide Governing Body with a copy of the Self- Assessment Report for review and approval
2/21/2018	Provide Policy Council with a copy of the Self-Assessment Report for review and approval
2/2018-Ongoing	Management Team uses report for planning and goal setting
4/1/2018	Submit Report to the Regional Office

Conducted on January 29, 2018, the self-assessment process included an analysis and assessment of York County’s systems, processes, and procedures followed in three specific Focus Areas by the Self-Assessment Team. During the Self-Assessment, information on the three specific Focus Areas were presented and discussed in order to assess and determine: 1) how the program was progressing towards meeting program goals, objectives, and mission; 2) potential systemic issues and program challenges; and 3) possible innovations and new resources that the program could consider. Data and information sources used at the Self-Assessment included ongoing monitoring summaries, program policies, procedures, records, forms, and reports including the parent survey/outcomes reports, Program Information Report (PIR), Annual Report, and the Community Needs Assessment. The Summary of results were discussed with program staff which included recommendations made by the Self-Assessment Review Team.

Key Insights: Successes and Opportunities for Improvement

York County Head Start is dedicated to building a sustainable comprehensive early childhood education program that provides quality family support services to families. The program believes that the care and education of children requires partnerships and by putting families first will build a strong foundation for future generations. Some of the key strengths of the program and achievements of York County Head Start over the last year include:

- Continued participation in the Virginia Quality Rating and Improvement System which recognizes the County's commitment to quality early childhood education programs which are aligned with the Commonwealth of Virginia educational standards.
- The overall program goal for the 2016-17 program year, was met for having at least 85% of the children meet or exceed the widely held expectations (Meeting or exceeding the color band range for their age) set by the Teaching Strategies Gold (TS Gold) assessment tool.
- The program beginning its mentor/coaching program using the Practice-based Coaching model endorsed by the Office of Head Start.
- At York County Head Start, the Nutrition Services Specialist has a bachelor's degree in Food Service Management from Johnson and Wales University and the Health Services Program Administrator is a Certified Nursing Assistant.
- In-kind services are provided by Old Towne Medical center for dental screenings and the Lion's Club for vision screenings.
- York County has a collaborative agreement with York County School Division to assist in providing and ensuring that disability services are provided to children with an IEP which may include a child's dual-enrollment in Head Start and the public school.
- York County Head Start CPR and First Aid certification classes are offered to parents annually.
- York County Head Start started Parent Cafés where parents have the opportunity to participate in monthly Parent Cafés where the *1, 2, 3 Magic* parent curriculum is used to help parents better understand children's behaviors, appropriate discipline strategies, and parenting. York County Head Start collaborates with Bon Secours Family Focus to implement the *1, 2, 3 Magic* curriculum with fidelity.
- For the 2016-2017 school year, the staff of York County Children and Family Services provided families with crisis intervention, training, and resources through the generous donation of time and/or resources received from the following community partners:
 - Money management, budgeting and financial literacy training facilitated by Bay Port Credit Union;
 - Trainings on job and career readiness skills, employment resources, employment search strategies provided by the Virginia Employment Commission/Workforce Development;
 - School supply donations and backpacks donated by Long & Foster Realtors;
 - Food resources for families in need along with health and nutrition education training provided by VA Peninsula Food Bank;

- Sponsorship of the monthly Literacy program, Annual Back to School Night, and Stepping Up Celebration by Colonial Capital Kiwanis;
- Kindergarten Readiness/Transition Information packets for Head Start parents provided by York County School Division; and
- Partnerships with York-Poquoson Sheriff's Office and York County's Fire and Life Safety division assisted in facilitating safety trainings and education resources to families at yearly Head Start Resource Fairs.

The 2017-2018 Self-Assessment Review Team completed a review of York County Head Start's services, systems, policies and procedures relating to: 1) Transitions; 2) Addressing Challenging Behaviors (Mental Health Services); and 3) Parent Participation. After analyzing and discussing the three focus areas, recommendations were made by members of the Review Team. Results were categorized as: Progress of the Program in meeting Goals and Objectives; Systemic Issues; and Innovations & New Resources. The chart below summarizes the results of how the program is progressing in meeting goals and objectives and systemic issues:

Focus Area	Progress of the Program in meeting its Goals and Objectives	Systemic Issues/ Opportunities for Improvement
Transitions	<ul style="list-style-type: none"> ● Collaboration with CDR EHS to assist with transitions from EHS. ● Resource and application packets are provided to parents to prepare them for transition to Kindergarten. ● A process is established to transition children into the program including those children transitioning from EHS. ● HS supports parents in completing Kindergarten applications online which includes parents being able to use the parent computer at Griffin-Yeates center. ● Transition activities include classroom visits to the Head Start classroom and a field trip to a Kindergarten classroom. 	<ul style="list-style-type: none"> ● Improve communications to parents on the transition process so that parents are aware of the transition process and can complete what's necessary for their child's Kindergarten transition timely (applications). ● Staff's understanding of the process and expectations during transitions to ensure the process is consistently followed. ● Address concerns with the completion of the 3day visit which may be difficult for staff/families. ● Flow of documentation during the transition process to ensure that it is accurate and properly completed.

Focus Area	Progress of the Program in meeting its Goals and Objectives	Systemic Issues/ Opportunities for Improvement
<p>Working with Challenging Behaviors (Mental Health)</p>	<ul style="list-style-type: none"> ● Classrooms use AL's Pals curriculum to address the social and emotional development/wellbeing of students. ● MH classroom observations and Social-Emotional Screenings are conducted to ensure timely screening of children. ● Resources are available to assist and support families, children and staff. ● The program's Parenting Curriculum serves as an added support to educate parents on child development topics and appropriate discipline strategies. 	<ul style="list-style-type: none"> ● Revise message to parents to reduce fear/concern associated with labeling their child and stigma attached to receiving "mental health services". ● Improved communication and collaboration with the MH consultant. ● Improve parent's understanding and involvement in addressing their child's behavior. ● Increased support in helping teachers in handling challenging behaviors and supporting children's social & emotional wellbeing.

Focus Area	Progress of the Program in meeting its Goals and Objectives	Systemic Issues/ Opportunities for Improvement
<p>Parent Participation</p>	<ul style="list-style-type: none"> ● Multiple communications channels (e.g. email, flyers, and phone calls) are used to deliver messages to parents and staff . ● Opportunities for parent participation are provided to include monthly Parent-Child Activities and Parent Center Committee Meetings. ● Parent input is provided to plan parent-child activities through parent- teacher planning meetings. ● Parent feedback and input into Parent Center Committee meetings is given through the use of parent surveys. ● Transportation is provided to assist parents with limited transportation to program activities. 	<ul style="list-style-type: none"> ● Time and location of events to minimize barriers for families attending activities. ● Methods used to obtain parent input/surveying parents do not offer an opportunity for all families to provide input/ complete parent surveys. ● Improved communication and planning for parent activities to support parent attendance by ensuring that families receive advance notice. ● Improve parent's involvement in planning and engaging other parents in parent activities.

Recommendations

Priorities have been identified for strengthening the program based on the recommendations provided by the Self-Assessment Review Team. The recommendations given during the self-assessment process were used to develop strategies to assist the program in its program improvement efforts. Strategies identified affect the school readiness and health and safety of children enrolled in the York County Head Start program. To address program improvements identified through the self-assessment, goals have been identified with actionable steps, timelines, and person(s) responsible which are listed below. Strategies outlined for achievement of goals will be tracked over the next 12 months for effectiveness. Results will be monitored by the Head Start Director, program management team, and reported to stakeholders.


Focus Area	Strategies	Responsible Persons	Timeframe
<p>Transitions</p> <p><u>Goal:</u> Program staff and parents will be provided the information/ documentation needed to ensure that the transition process is completed for 100% of transitioning children.</p> <p><u>Desired Outcome:</u> Proper implementation and adherence to the program's transition procedures will be followed to support smooth transitions.</p>	<p>Improve the methods to communicate with parents what is needed/done in preparation of transitions so that parents understand the process and expectations.</p>	<p>Education Coordinator</p>	<p>April-May 2018</p>
	<p>Revise and outline the process for transitions to allow for some flexibility in the modes used to gather information from families during transitions and the number of visits to the Head Start classroom that meets the needs of the child, family, and program (e.g. allowing for phone conferences and/or less than 3 day visits or more if needed.)</p>	<p>Education Coordinator FS Coordinator</p>	<p>June-July 2018</p>
	<p>Review and update Transition form to reflect the flow of information.</p>	<p>Administrative Assistant</p>	<p>June-July 2018</p>
	<p>Train staff on the process and staff expectations during transitions.</p>	<p>Education Coordinator</p>	<p>August 2018</p>

Focus Area	Strategies	Responsible Persons	Timeframe
<p>Working with Challenging Behaviors (Mental Health)</p> <p><u>GOAL:</u> When a child is referred for MH services, the number of children, parents, and staff receiving needed MH services and supports will be increased by 100% compared to previous year.</p> <p><u>Desired Outcome:</u> The Social/Emotional Development of Children will be improved by increasing the involvement, skills, and/or understanding of staff, parents, and mental health consultant regarding mental health and children's social and emotional wellbeing.</p>	<p>Review and update Policies & Procedures and MH contract to ensure that it complies with HSPPS, supports the program's MH content area needs, outlines appropriate referral process, and involves all stakeholders.</p>	<p>Health Coordinator Education Coordinator Director</p>	<p>May 2018-July 2018</p>
	<p>Review and update Monitoring Plan to create a more formalized system to monitor, track, and assess effectiveness MH services.</p>	<p>Health Coordinator Director</p>	<p>May 2018-August 2018</p>
	<p>Create and provide additional information/resources to parents that will help them better understand MH services and DECA questionnaires.</p>	<p>Health Coordinator Education Coordinator Education/FS Staff</p>	<p>May 2018-August 2018</p>
	<p>Provide training on Conscious Discipline or CSEFEL Model to assist staff in handling behaviors and addressing children's social & emotional well-being.</p>	<p>Education Coordinator</p>	<p>August 2018-December 2018</p>
	<p>Create/update referral forms for MH services based on updates to the MH process.</p>	<p>Director Health Coordinator</p>	<p>May 2018-July 2018</p>
	<p>Meet with MH Contractor to discuss MH services/responsibilities, updated MH process, contract, and forms.</p>	<p>Director Education Coordinator Health Coordinator</p>	<p>May 2018-August 2018</p>

Focus Area	Strategies	Responsible Persons	Timeframe
<p>Parent Participation</p> <p>Goal: Increase Parent Participation in Parent Surveys, Parent Committee Meetings/ Trainings by 30% compared to previous year.</p> <p>Desired Outcome: Improved parent engagement and participation in parent activities.</p>	<p>Review and update policies relating to parent center committee meetings and parent-child activities to determine revisions/updates in how activities are planned and carried out to ensure that it allows for flexibility and varied methods to be used to provide opportunities to families.</p>	<p>Director Family Services Coordinator FS Staff</p>	<p>May 2018- August 2018</p>
	<p>Survey parents and staff to evaluate and obtain feedback regarding parent participation. Methods used to survey families will include paper, online, phone polling, and/or face-to-face interviews.</p>	<p>Director Family Services Coordinator FS/Education Staff Admin. Assistant</p>	<p>May 2018 September 2018</p>
	<p>Develop and implement a communication plan for obtaining and communicating information to families that includes the use of technology and social media.</p>	<p>Director Family Services Coordinator FS Staff Admin. Assistants</p>	<p>August 2018- Ongoing</p>
	<p>Train staff on PFCE to increase their knowledge and understanding of the role they play in engaging families.</p>	<p>Director Family Services Coordinator</p>	<p>August 2018- December 2018</p>
	<p>Create and provide calendar of planned year activities once parents vote on topics/activities.</p>	<p>Family Services Coordinator</p>	<p>October 2018</p>
	<p>Track and measure parent participation and implement a Parent Participation Campaign.</p>	<p>Family Services Coordinator</p>	<p>October 2018- May 2019</p>
	<p>Policy Council representatives will present during parent orientation and present Parent Committee meetings.</p>	<p>Family Services Coordinator</p>	<p>October 2018- May 2019</p>

Self-Assessment Team Members

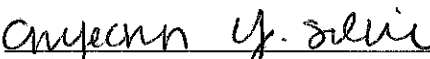
Head Start	Team Members
Management	Amber Richey, Head Start Director Jessica Alvarez, Administrative Assistant
Education and Disabilities	Stephanie Barton, Education Coordinator Tanisha Simmons, Mentor/Coach Shelonda Smith, Instructional Aide Karen Vaught, Instructional Aide
Health, Nutrition and Mental Health	Julie Conka, Health Services Program Administrator Mary Miller, Nutrition Specialist
Family Partnerships and ERSEA	Laurie Donald, Family Services Coordinator
Parent/Policy Council and Community Representative	Donna Mull, Parent Policy Council Representative Chyeann Silva, Parent Policy Council Representative Mitch Farkas, Policy Council Community Representative



 Head Start Director

2-21-18

 Date



 Policy Council Representative

2-21-18

 Date