

## 2015 Program Self-Assessment Summary / Strategic Improvement

### Bexar County Head Start Program

#### Overall Findings:

The program is stable and operating smoothly at this time. Areas of concern were minor and easy to correct through additional training and monitoring. The self-assessment results are to be shared with the whole Head Start management team, policy council, ESC-20 board and ISD staff. Goals will be created based on the concerns and strengths noted.

#### Self-Assessment Procedures:

Each campus was assigned a self-assessment leader from the Head Start management team. The leader assessed a campus that is not part of their own assigned caseload. The leader was assisted by two family service associates and a parent, whenever possible. At each campus, staff spent 1-2 days on self-assessment conducting multiple ISD staff interviews and observations to complete the process.

#### Program Strengths:

-Management team have small caseloads and are present at the campuses often. Teachers feel supported by their specialists and are kept informed about the Head Start program.

-Every campus has a parent center designated. Parents feel welcome. Files are kept locked. Parents feel that staff are very knowledgeable.

-Two coordinators oversee the program and visit campuses for monitoring monthly. A component director oversees the work of the two coordinators and reports performance to Senior Managers and the board at ESC-20.

-The program uses Child Plus System and by taking enrollment applications electronically applications can be viewed from any site. Child Plus calculates for income verification therefore resulting in fewer human errors.

-Use of TSR! Materials and checklists have yielded more uniformity and resulted in program improvement in the areas of classroom environment and use of small groups to support differentiated instruction. Children have demonstrated consistent learning growth over the three assessment periods.

-Most nurses are aware of Head Start and have communication with Head Start staff. Nurses are well informed about proper medication procedures and no medication is found in the classrooms.

-Principal meetings have occurred regularly this year. Management team are included in ARD meetings and ISD special education staff are engaged with us. There are some strong partnerships in place with speech and special education staff. Strong partnerships with ISD child nutrition departments; menus are healthy and meet USDA guidelines.

-Frequent safety inspections and corrections.

#### Opportunities for Improvement:

-Create consistency between campuses on what is posted on the Parent Center board and classroom family boards. Ensure items posted are up to date.

-Some child files missing staff signatures on first or second verifiers and copies of eligibility letters; these were all corrected on site.

-Make sure that teachers minimize wait time, follow their daily schedule, and are consistent with the daily routine.

-Not all counselors are involved with Head Start. Focus on improvement of this partnership.

-Some teachers feel pulled in different directions by Head Start and ISD staff. Coordinator will work to gain greater alignment with ISD personnel.

-Teachers and children need to wash hands at all the right times. Make sure children eat right after washing hands. Avoid returning to the carpet or touching the walls.

-Clarify the approved procedure for tooth brushing. Make sure that the procedure does not risk cross contamination or injury by falling with a toothbrush in their mouth.

-Many teachers are serving the children at snack time instead of promoting independence through family style dining. Make sure snack foods are kept at the proper temperature at all times. Work with staff and teachers to improve the amount of conversation and interaction with children during mealtimes.