

# Tri-County Community Action Head Start Annual Self-Assessment and Improvement Plan

2020-2021

## ***Program Description***

Tri-County Community Action, Inc. was formed in 1966 by a group of citizens concerned about the needs of people in distress within the local community. At that time the agency served Shelby, Sabine, and San Augustine counties. In 1977 the Head Start program expanded into Angelina County. In 1984 it expanded into Jasper, Newton, and Tyler counties. In 2001, all services except Head Start were expanded into Harrison, Panola, and Upshur counties. Over the years the organization has continued to fight the debilitation effects of poverty through many innovative programs.

Created in 1965, Head Start was designed to prepare poor children for school by providing a comprehensive set of developmental services. TCCA Head Start's mission is to provide quality child development services that promote health, education, and development to children and families in our communities. Our goal is to foster partnerships with other agencies to meet the needs of diverse families in a rapidly changing world. The comprehensive child development program serves 626 eligible children aged birth through 5-years-old and their families in Shelby, San Augustine, Angelina, Jasper, Newton, Sabine, and Tyler Counties. Home-based services are provided for 80 Head Start children, 36 Early Head Start children, and 4 Expectant Mothers. Center-based services are provided for 352 Head Start children and 154 Early Head Start children.

## ***Overview***

TCCA's Head Start Self-Assessment is conducted annually in accordance with Head Start Program Performance Standards but is a year-round process of collecting data to inform program decision-making. The requirements tell us, "At least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee, and delegate agencies must conduct a Self-Assessment of their effectiveness and progress in meeting program goals and objectives and in implementing of Federal regulations. This requirement was modified by an IM in 2000 that stated, "This new legislative mandate calls for Head Start grantees and delegate agencies to augment their current Self-Assessment efforts by creating a system to track patterns of child and program outcomes and to use this information to inform program planning and improvement efforts."

In 2007, the *Improving Head Start for School Readiness Act, Public Law 110-134* (Head Start Act) provided additional requirements for Self-Assessments in Section 641A(g) noting, "Not less frequently than once each program year, with the consultation and participation of policy councils and, as applicable, policy committees and, as appropriate, other community members, each Head Start agency, and each delegate agency, that receives financial assistance under this subchapter shall conduct a comprehensive Self-Assessment of its effectiveness and progress in meeting program goals and objectives and in implementing and complying with standards. That section of the Act goes on to say, "An agency conducting a Self-Assessment shall establish agency-determined program goals for improving the

school readiness of children participating in a program under this subchapter, *including school readiness goals that are aligned with the Head Start Child Outcomes Framework, State early learning standards as appropriate, and requirements and expectations of the schools the children will be attending* [emphasis added].” The Act also requires, “The agency shall develop, and submit to the Secretary a report containing an improvement plan approved by the governing body of the agency to strengthen any areas identified in the Self-Assessment as weaknesses or in need of improvement.”

### ***Instruments***

The instruments used to assess the program were the *Focus Area One and Focus Area Two Monitoring Protocols*. This tool was chosen by TCCA Head Start to produce a more comprehensive assessment and maximize the process within the program. The design provided guidance through questions based specifically on the regulations, and upcoming program monitoring and allowed the assessor time to review and determine, not to speed through sections like a mere checklist.

### ***The 2020-2021 TCCA Head Start Self-Assessment Process***

The 2020-2021 Self-Assessment was conducted in March-April 2020 in accordance with Head Start Program Performance Standards and the *Improving Head Start for School Readiness Act, Public Law 110-134*. Team members included Parents, Governing Board Members, TCCA Executive Director, Program Managers, Center Directors, Policy Council members, Parents, Advisory Committee Members, and Community Partners all were included. All Team Members received a one-day orientation to the Self-Assessment process and expectations on March 18<sup>th</sup>, 2021. Site visits were completed at each center. The teams reviewed records, files, classrooms, playgrounds, health & safety. The process included interviews, observations, recordings, and collaborations among all levels at each site to verify that the program is in compliance with federal regulations and *Head Start Performance Standards*. The process allowed team members to determine if program policy and procedures were consistently administered across programs and service areas and expand their knowledge of the Head Start program, which will enrich their future contributions to excellence and is a part of succession planning. Further, in a climate of increased accountability, it was imperative that the process allowed the agency to identify their own challenges and put strategies into place to improve services to ensure that Head Start children and families continue to receive services of the highest quality. The Teams compiled the Self-Assessment information and data and reviewed findings. Program Improvement Plans were developed and shared through PowerPoint Presentations by managers and directors of each content area. The document was submitted to the Policy Council and the Governing Board for approval. The timeline for completion of the Program Improvement Plan will be the 2020-2021 program year.

### ***The Results***

TCCA Head Start is committed to providing quality services for its children and families. The results of the Self-Assessment serve as a driving force in determining needs for continuous program improvement and planning, for allocation of human and financial resources, and program design and service delivery decisions as well as specific professional development opportunities.

**Service Area:** ERSEA  
**Team Leader:** Patty Andrews – ERSEA Manager  
**Team Members:** Jeanne Wysingle –Center Director  
 Bobbie Warren– Parent Educator Shelby Co.  
 Earnestine Spikes – FAS Jasper Co.  
 Ola Bevil– Health Aide  
 Lenola Wyatt– Board Member

**AREAS of STRENGTH**

- Documentation of families and children are categorically eligible and meet defined income eligibility requirements.
- Program ensures compliance with over-income criteria
- A total of 10% of children are not enrolled in the program that may be above the income threshold. 24 HS 5 EHS
- Program ensures staff, Policy Council and the Board of Directors receive ERSEA training and comply with eligibility determination regulations, including having policies and procedures in place to describe actions taken against staff who violate these regulations.
- Selection Criteria reflects COVID-related criteria.
- Reports to Enterprise System completed in a timely manner.
- All documents are available on Share Point (Microsoft 365).
- ERSEA Manager works closely with the Special Service manager to ensure the 10% disabilities numbers are met.
- Folders at sites were good; 60 HS 30 EHS all paper was in place under ERSEA.
- Children are enrolled according to rank and age for EHS from the SPPS form.
- ERSEA Manager analyzes Child-Plus reports regularly.

**Desired Outcome/Goal:** Improve the current attendance of students within the program and prepare students and families for school readiness.

Concern/Action Steps	Person(s) Responsible	Resources Needed	Timeline for Completion	Evidence of Effectiveness Monitoring Evidence Data Sources
<p><b>Key Area(s) of Improvement:</b></p> <p>Attendance Notes in Child Plus for both in-person and virtual children.</p> <p>ERSEA Manager will monitor on a monthly bases</p>	<p>ERSEA Manager, Center Directors, Teachers, FAS</p>	<p>Policies &amp; Procedures, Program Plans, Action Plan Form Pandemic Attendance Action Plan</p>	<p>May/June</p>	<p>ERSEA Continuous Improvement Action Plan</p> <p>Ongoing Monitoring Checklist</p> <p>Child Plus - tracks and maintains data (attendance notes)</p>

**Desired Outcome/Goal:** Strengthen the recruitment process ensuring all sites not only have full enrollment but also a healthy waitlist to ensure there are no 30-day vacancies.

<b>Key Area(s) of Improvement:</b> Healthy Waiting List for all sites  Recruitment Efforts increased throughout the year – Community Events	All Staff	Recruitment Materials, Recruitment Action Plan, Daily Recruitment Checklist	Year Round, Ongoing	Child Plus - tracks and maintains data (waitlist)
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**Service Area: SPECIAL SERVICES (Health, Mental Health, and Disabilities)**

**Team Leader:** Vanessa Davis – Special Services Manager  
**Team Members:** Angelia Dolphus – Nutrition Manager  
 Jennifer Bell – IT Director  
 Michelle Grant – Center Director  
 Kalaceia Evans – Mental Health Coordinator  
 Jasmine Harper – Health Aide  
 Alondra Morones-Lopez - Policy Council/Angelina County parent  
 Carla Reed - Policy Council/Tyler County parent

**AREAS OF STRENGTH**

- Health team utilizes Child Plus Data Management Software
- Collaboration with Nutrition Manager
- Fully staffed with talented, qualified workers
- In-House Mental Health Coordinator (MSW)
- E-DECA Implementation
- Partnerships with School Districts/MOU Agreements
- 10% Disability Requirement Maintained
- Health Care Consultation on board
- Nutrition Consultation on board
- Conscious Discipline Implementation
- I’m Moving, I’m Learning Implementation (CHOOSY)
- Access and utilization of training on ECLKC Website
- Utilization of Social Media
- Completed 100% of screenings by the end of the program year in light of COVID

**Desired Outcome/Goal:** Work collaboratively with all sites and teams to enhance the special service department and ensure all children and families comprehensive health needs are met in a timely manner.

Concern/Action Steps	Person(s) Responsible	Resources Needed	Timeline for Completion	Evidence of Effectiveness Monitoring Evidence Data Sources
<b>Key Area(s) for Improvement:</b> Have more contact with mothers in the Expectant Mothers Program after delivery.	Special Services Manager	Expectant Mother’s resources, Handouts, Flexible hours	Year Round, Ongoing	Child Plus - tracks and maintains data (notes)

Work more closely in collaboration with parents, FAS, HA, PE's, Management Team, and consultants to meet the health needs of the children and families. To include support and guidance for challenging behaviors.	Special Services Manager	Manager/ Team Meetings, Multi-Discipline Team Meetings, Training	Year Round, Ongoing	Child Plus - tracks and maintains data (improved outcomes) Sign-In Sheets Agenda's
The children who are suspected to have a disability are referred to local education agencies for an evaluation to access eligibility for services under IDEA, as soon as possible.	Special Service Manager	Child Plus Reports, Team Meetings, ARD Meetings, Partnerships, Parents	Year Round, Ongoing	Sign-In Sheets from Team Meeting Agenda's Lesson Plans Child Outcomes/Assessments
Bi-lingual children will have linguistically appropriate materials and evidence-based strategies. All forms in the primary language of child/family.	Special Services Manager	Forms, Research	August	Updated forms Parent feedback Child Outcomes/Assessments
<b>Concern/Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Completion</b>	<b>Evidence of Effectiveness Monitoring Evidence Data Sources</b>
<b>Area(s) of Noncompliance:</b> Child health and developmental screenings and physicals and dentals were not completed on all students within the 45 and 90-day deadlines. (100% complete by the end of the program year) <ul style="list-style-type: none"> <li>Develop, implement and refine the process for health services and follow-up of treatment in light of COVID</li> <li>Parent Education Events</li> <li>Physicians/Dentist/Consultants Collaboration</li> </ul>	Health Team	HSPS, Policies & Procedures, Screening Forms, Child Plus, State of Texas Immunization. Schedule	October/ November  Ongoing	Child Plus Report/Notes Monthly Family Contacts/Notes Excel Tracking Sign-In Sheets/Agendas from Parent Training Sign-In Sheets/Agenda from Parent Orientation

**Service Area: EDUCATION**

**Team Leaders:** Tomeka Jones – Education Specialist SR (Focus Area One)  
 Dian Wise – Education Specialist Coach (Focus Area Two)

**Team Members:** Regina Sells -Center Director  
 Vera Boxley - Home-Base Manager  
 Ashely Holmes - Parent Educator  
 Claudia Kennedy -Parent Educator  
 Afrikina Dotson -Health Aid  
 Vicky Milstead -Policy Council Chairperson/Community Rep

**AREAS OF STRENGTH**

- The programs school readiness aligns with the expectations of receiving schools, HSELOF, and the state early learning standards.
- Reports generated in DRDP support child growth and development.
- The DRDP is a great tool in recording data to show children’s progress levels.
- TCCA provides a curriculum that encourages individualized learning thru all daily activities Per Parent Educators
- School Readiness Goals are linked to DRDP assessment and HSELOF
- Support is also available as well as the training needed to help staff learn to individualize lesson and activities to benefit each child and help them successfully transition to kindergarten, per Parent Educators
- Parent Educators and Parents build a rapport with each other and the children.
- TCCA teaching staff have resources shared from Mentor and Coach that are research based from ECLCK; ELOF, TTA, and office of Head Start
- Professional development using myTeachstone is used to measure teacher-student interactions, to give teachers tailored professional development, and to improve student outcomes
- Some improvement in CLASS for Instructional Support over the last year for Head Start CLASS observations
- TCCA has invested in CLASS reliability tool for 5 managers, the EHS mentor, and 7 Center Directors to be certified in infant, toddler, and Pre-K CLASS tool in addition to 5 Teachers for the Pre – K CLASS tool.
- Home Room Platform is used for teachers to share virtual learning for students in their home setting

**Desired Outcome/Goal:** Ensure that all classrooms provide a high-quality educational experience for the children and families served and data is accurate, enter timely, and used to drive program decisions.

Concern/ Action Steps	Person Responsible	Resources Needed	Timeline for Completion	Evidence of Effectiveness Monitoring Evidence Data Sources
<p><b>Key Area(s) of Improvement:</b>                      Strengthen the partnerships with the ISD and Buckner and smooth transition take place so children and their families school ready.</p>	<p>Education Specialists,                      Management Staff</p>	<p>HS Act/HSPS, Pre-K guidelines, SR Goals, CLASS</p>	<p>August                      Ongoing</p>	<p>Child Plus - tracks and maintains data (child and family outcome progress)</p>

All sites consistently enter Home Visits/Parent Conferences in a timely manner and enter the data in Child Plus (delete old events)	Education Specialist, Center Directors, Teaching Staff	Child Plus	August	Child Plus - tracks and maintains data (parent conference/home visit Live Report) Education section of each child's folder
Head Start/EHS Partners (SAISD & Buckner) Child Assessment data needs to be entered into the system and analyzed. Align and enter outcome data	Education Specialist	DRDP Assessment	September /Ongoing	DRDP Assessment Report Child Outcomes Data Assessment Tools
Adding documentation under the Education tab in children folders to support the Education department/Complete regular folder checks follow-up with adding documents into the database, Child Plus.	Education Specialist, Center Directors, Teachers	Child Plus Child folders	August	Child Plus - tracks and maintains data (DRDP Child Outcomes, Brigance) Child files
Conduct and improve education expertise attending the School Readiness Leadership Team Meetings. Create a stronger bridge of communication with ISD's	Education Specialists	SRLT, MOU's, Child Outcomes	August Ongoing	Sign-In Sheets MOU's/agreements
Improve training for new staff around SR, classroom management, children with disabilities/challenging behaviors, curriculum, lesson planning, ongoing and as they enter the program. Growing Great Kids for Homebase	Education Specialists, Homebase Manager	New Hire Training, Ongoing Training Sessions ELCKC	August Year Round/ Ongoing	Sign-in Sheets Agendas MyTeachstone Coaching Plans Child Plus - tracks and maintains data (CLASS data/ Child Outcomes )



Homeroom Platform is not uniform across the agency for EHS or HS /Not all parents or homes have adequate means to access virtual/Virtual Socializations access	Education Specialists, Homebase Manager, Center Directors	Homeroom Lesson Plans Themes	August	Homeroom Platform Virtual Lesson Plans
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**Service Area: FAMILY/COMMUNITY ENGAGEMENT**

**Team Leader:** Mary Walker – FECM

**Team Members:** Trisha Jolly – Family Advocate Specialist  
 Deganda Brown – Family Advocate Specialist  
 Lisa Smith – Parent Educator  
 Celena Garrett- EHS Mentor  
 Brenda Allen- Social Service Director  
 Shelia Raines – Policy Council/Community Rep

**AREAS OF STRENGTH**

- Dedicated staff who are very passionate about their families
- Staff is knowledgeable of their families
- Staff is knowledgeable of resources in their communities
- Staff communicates with families
- Staff is being mentored monthly
- Incredible Years Curriculum (Parent Curriculum)
- Family Engagement Plan, Resource Fairs, Community events, Parent and Child activities
- There is a COVID Action Plan
- Advisory Meetings (Twice a year)

**Desired Outcome/Goal:** Support and empower families in their role as the primary educator and advocate for the child (ren). Promote family outcomes that support children’s school readiness and well-being.

Concern/ Action Steps	Person Responsible	Resources Needed	Timeline for Completion	Evidence of Effectiveness Monitoring Evidence Data Sources
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<p><b>Key Area(s) of Improvement:</b>  More training for FAS/PE's on parent curriculum/getting more parents/families involved in the Incredible Years Training and parent meetings to ensure the parents understand the importance of their role in their child's early education.</p>	Family Engagement Case Manager, FAS, Home Base Manager, PE's	Curriculum Schedule, PFCE Goals, Calendar, School Readiness Goals, Parent Meeting Schedule	September Year Round/Ongoing	Sign-In Sheets, Agenda's Incredible Years Curriculum survey's Feedback from parents
Parent Training on the importance and reason behind In-Kind contributions.	Family Engagement Case Manager, FAS	In-Kind Form Examples of In-Kind contribution	September	Child Plus - tracks and maintains data (In-Kind)
Training on the importance of transitioning for families and children. FECM will mentor staff on the importance of transition thru ECKLC and webinars.	Family Engagement Case Manager, Center Directors, FAS, Education Team	ECKLC, Local ISD's, Transition packets,	May-July Year Round/Ongoing	Child Plus - tracks and maintains data (documentation/DRDP outcomes) Transition packages/login information (some counties are online) Graduation/Transitioning ceremonies Sign-In Sheets, Agendas

**Service Area: GOVERNANCE**

**Team Leader:** Mary Walker – Family Engagement Case Manager

**Team Members:** Lawanda Williams – Center Director  
Kristle Soto - Family Advocate Specialist  
Brenda Walker – Family Advocate Specialist  
Tyeshia Williams –Parent Educator  
Vicky Milstead – Policy Council Chairperson/Community Rep

**AREAS OF STRENGTH**

- Tenured members for the Board
- Tri-partied Board (meet mandated requirements of structure & make-up)
- Represented across all sectors (Public, Private, Representatives of the Poor, Parents, Educators, Fiscal & Legal representation)
- Policy Council and the Board have expertise in Education/Financial. Policy Council has expertise in Education/Health
- The Policy Council and Board are trained annually on roles and responsibilities
- Policy Council has members that are active on Policy Council and then Board
- The content Managers train over their content area to the Policy Council and Board
- The Policy Council is trained monthly and is asked for their input on how the centers are doing or what needs improvement
- Parent and Community Participation
- A manual is given to parents and community reps along with a Policy Council Booklet that explains the ins and outs of Policy Council

**Desired Outcome/Goal:** To increase the effective leadership and oversight of the TCCA Head Start program.

<b>Concern/ Action Steps</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Completion</b>	<b>Evidence of Effectiveness Monitoring Evidence Data Sources</b>
<b>Key Area(s) of Improvement:</b> Policy Council needs more involvement from Homebase families	FECM Homebase Manager Parent Educators	HS Performance, Standards, HS Act	October	Sign-in Sheets Quorum Documentation Agendas Minutes from Meetings
Being able to start the meeting promptly	FECM, FAS Policy Council Members	Policy Council Packet, Login Information, Phone, Computer	June	Quorum Documentation Minutes

**Service Area: SAFETY**

**Team Leader:** Katrina Solice- Assistant Head Start Director

**Team Members:** Leticia Stafford -HR Director  
Lalbertha Edwards - Center Director  
Sharon Johnson –Family Advocate Specialist  
Sara Jones – Parent Educator  
Charles Grisby -Policy Council Member/Community Rep

**AREAS OF STRENGTH**

- Ongoing Monitoring recordkeeping
- Knowledgeable staff
- Follow-up Documentation/supportive emails
- All Centerbase sites have clean Texas Child Care Licensing Health and Safety Audits for 2020-2021
- Monthly Safety Committee Meetings
- Safety Topics covered monthly during Staff Meetings
- Staff and parent safety training using virtual platforms such as Facebook live, Zoom, Homeroom, and TEAMS
- Emergency Preparedness Plans at each site
- Health Team tracking trends of classroom incidents
- Police Officer/Firemen coming out to provide safety suggestions for emergency drills
- COVID Parent Handbook
- Signed COVID Parent Commitment Documentation in child’s folders
- COVID Action Plans at each center

**Desired Outcome/Goal:** Continuous safety improvements and consistent monitoring oversight for quality and accountability. TCCA is committed to creating an ongoing culture of safety and compliance.

<b>Concerns/Action Steps</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Completion</b>	<b>Evidence of Effectiveness Monitoring Evidence Data Sources</b>
<b>Key Area(s) of Improvement:</b> Cleaning and sanitizing all playground equipment with bleach or disinfectant consistently	Center Directors, Childcare Assistants, Floaters	Cleaning/ Disinfectant Supplies, Cleaning Rags, Water, Trash bags	July	Video Footage Playground Checklist Ongoing site visits for monitoring purposes/Observations

Making sure masks are consistently being worn correctly	Assistant Head Start Director, Managers, Center Directors, all staff	Video Footage, Monitoring/Observation Results	July	Video Footage Ongoing site visits for monitoring purposes/Observations
Training over safety being done in-person at the time of hire versus through Navigator	Assistant Head Start Director, HR Director	Policy and Procedures, Safety Forms	August	Training Records Safety Training Agenda Sign-In Documentation
Facilities repair  Acquire funding for pricey repairs (roofs/leaks/playground) wind storm damage  (grant has been submitted, insurance is in litigation)	ED, CFO, Assistant Head Start Director	Funding	August	Maintenance Requests Insurance Documentation Health and Safety/Environment Checklist, Project Projection Plans

**Service Area: FINANCE**

**Team Leader:** Trish Reynolds – CFO  
**Team Members:** Christina McDonald – Fiscal Director  
 Deandra Jackson – Center Director  
 Angela Amburn – Payroll Clerk  
 Mariyam Macera – Parent Educator  
 Olivia Vega – Parent Educator  
 Rodney Norsworthy – Board Member

**AREAS OF STRENGTH**

- Financial Audits have been clean with no findings or management letters
- Budget Planning Meetings take place before the budget is completed to gain input from stakeholders such as managers, Board, and Policy Council and utilizes agency goals to direct fiscal activities.
- Reports and pertinent information is shared timely with Policy Council and Board at monthly meetings.
- Experienced, knowledgeable and tenured staff in finance Department
- MIP provides time-sensitive information that promotes monitoring of program activities and costs and ensures accurate, effective management of Head Start funds.
- Sufficient evidence and documentation that systems are in place to monitor direct, indirect, allowable, and allocable expenses to the grant.
- Projection report submitted to Finance Committee to ensure spending limits.
- Additional experienced staff hired to meet succession planning goals

**Desired Outcome/Goal:** Ensure excellence in fiscal oversight of TCCA Head Start program.

Concern/Action Steps	Person Responsible	Resources Needed	Timeline for Completion	Evidence of Effectiveness Monitoring Evidence Data Sources
<b>Key Area(s) of Improvement:</b> Cross Training of Staff on different functions to ensure continuation	CFO, Fiscal staff	Job Description Training Manual	August Year Round/Ongoing	Succession Plans for CFO and other fiscal positions Sign-In Sheet Step by step instruction/Monitoring
Provide ongoing monthly training to Management during Staff Meeting to ensure all departments are on the same page following fiscal processes.	CFO, ED/HS Director, AHSD, Managers	Policies and Procedures	August Year Round/Ongoing	Sign-In Sheets Agendas Minutes
Procurement Training Train staff to ensure more targeted, goal oriented purchases.	CFO, Fiscal Staff, ED/HSD, AHSD, Managers	Policies and Procedures, Program goals	May Year Round/Ongoing	Procurement Policies PO Request and documentation New purchasing software (Microix) will track this documentation.

Procurement Analysis Documentation Ensure analysis are completed annually and a vendor selected through open competition and use as a preferred vendor in purchasing software.	ED/HS Director, CFO,AHSD, Board, Policy Council, Content Managers	PO Request, Cost Comparison, Catalogs, Website links, Product list	July  Year Round/ Ongoing	Procurement Documentation Cost analysis Bids from vendors
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**Service Area: PROGRAM DESIGN & MANAGEMENT**  
**Team Leader:** George Simon -Executive  
 Director/Head Start Director  
**Team Members:**  
 Yolonda Neal – Executive Administrative Compliance Manager  
 Cierra Beatriz – HR Assistant  
 Tammy Johnson – Administrative Special Service Floater  
 LaQuisha Blackmon – Parent Educator  
 LaPorcia Green – family Advocate Specialist  
 Lenola Wyatt – Board Member

**AREAS OF STRENGTH**

- 5 year HS Plan and Agency Strategic Plan are aligned and in place
- Program goals and objectives are designed to meet community needs
- Program goals and objectives are reviewed, analyzed, and utilized for planning & goal setting
- Continuous Improvement Action Plans are in place for each program area; Special Services, Nutrition, Education, Family Services, ERSEA, Safety
- Director & Management staff meetings held jointly
- Annual Report has been reformatted to show successes & achievements for program year
- Monthly Data Meetings
- Monthly Safety Meetings

**Desired Outcome/Goal:** Excellence and accountability in developing and implementing systematic processes to assure the program’s ongoing quality improvement and successful delivery of high-quality services.

Concerns/Action Steps	Person Responsible	Resources Needed	Timeline for Completion	Evidence of Effectiveness Monitoring Evidence Data Sources
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<b>Key Area(s) of Improvement:</b> Community Assessment not updated	ED/HS Director, AHSD, Management Team	Community Assessment data Parent, community, staff, and stakeholder surveys, Time, Planning Meetings	August	Finished agency-wide Community Assessment Research/Data
Ensure follow up and implementation of plans (accountability)	ED/HS Director	Policies & Procedures, OGM Reports	August	Child Plus - tracks and maintains data (Ongoing Monitoring Tools/follow-up) Ongoing Monitoring Projection Plans Observation Notes Work Sessions/Sign-In Sheets/Agendas
Ensure processes are followed & adhered to (accountability)	ED/HS Director	Policies & Procedures OGM Reports	August	Child Plus - tracks and maintains data (Ongoing Monitoring Tools/follow-up) Ongoing Monitoring Projection Plans Observation Notes Work Sessions/Sign-In Sheets/Agendas
Continue to ensure multi-discipline groups, shareholders, community partners are playing a role in the community assessment, self-assessment & strategic planning processes, and share assessment with stakeholders in the community	ED/HS Director, CFO, AHSD, Management	Policies & Procedures Planning Meetings,	August	Sign-In Sheets Agendas Planning/Input Meeting Minutes
Continue to enhance data analysis to drive action plans, decision making, School Readiness & enhanced overall performance	ED/HS Director, Ed Specialist/ SRLT.	School Readiness Goals, Program Goals	August	School Readiness Goal Child Outcome Comparison Reports Child Plus - tracks and maintains data (DRDP) Child Plus - tracks and maintains data (CLASS)



**Service Area: ONGOING MONITORING/CONTINUOUS IMPROVEMENTS**

**Team Leader:** Katrina Solice –Assistant Head Start Director (Team Leader)  
 Yolanda Neal (Team Leader)

**Team Members:**

- Joy Freeman - Center Director
- Chandra Carter - Jasper CB Office Aide
- Brandie Phipps -Family Advocate Specialist
- Shelia Reed - Parent Educator
- Tamia Douglas - Administrative Floater

**AREAS OF STRENGTH**

- The program has tendered and knowledgeable staff
- The management teams monthly Data Meetings and Safety Committee Meetings that promote collaboration and teamwork
- The virtual platforms used for staff and parent training
- The ongoing training of employees relates to Professional Development Plans and continuous improvements such as myTeachstone, Care Courses, and ECLKC
- The monthly blast that is sent out to employees covering Head Start Performance Standard and Texas Childcare Licensing regulations
- The agency’s monthly theme focused on CLASS
- The Ongoing Monitoring Tools are aligned with the performance standards and are being moved to Child Plus to strengthen monitoring efforts and follow-up
- The Programs 5-year goals updated and linkage to the Strategic Plan
- Managements linkage to the School Readiness Goals
- The program using TEAMS Q&A around COVID, TEAMS DRDP Training, and other groups that meet and collaborate virtually
- The upgrades the IT Director has made to advancing the program’s technology such as Smartboards, cameras with sound, computers, tablets, internet connections, new copiers, etc.

**Desired Outcome/Goal:** To provide effective ongoing oversight, follow-up, and correction in a timely manner.

Concern/ Action Steps	Person Responsible	Resources Needed	Timeline for Completion	Evidence of Effectiveness Monitoring Evidence Data Sources
<b>Key Area(s) of Improvement:</b> Following OGM Calendar/submit in a timely manner	HS/EHS Director Assistant Head Start Director Managers	Ongoing Monitoring Calendar, ChildPlus Time	August	Child Plus - tracks and maintains data (OGM Checklist/Follow-up Plans) Backup files are with Assistant Head Start Director until fully implemented into Child Plus in August

Child Files/Child Plus matching documentation/information	Each Manager is responsible for checking files an Child Plus for accuracy	Child Plus, Child Files, Folder Checklist, Follow-up documentation	August	Child Plus - tracks and maintains data (all content areas) Child Files for Homebase and Centerbase options Folder Findings Checklist
The program needs healthy waitlists in all counties for employees and children	HS/EHS Director HR Director ERSEA Manager All staff	Recruitment flyers/materials Social media, Radio/ Newspaper, Job fairs, Partnerships	September	Child Plus - tracks and maintains data (waitlist, enrollment data) MIP – tracks employment data
Use Self-Assessment as an ongoing tool for continuous improvement and reflection		HS/EHS Director Assistant Head Start Director Managers	August	Self-Assessment Follow-up Meetings –Agenda/Sign-in Sheets Updates noted on Self-Assessment Final document
Purchase new vehicles due to the maintenance and mileage concerns of the current vehicles	HS/EHS Director CFO Board of Directors	Funding, Approval, Procurement documentation	April	New vehicles onsite and in use
Staff are not cleaning/ documenting cleaning of vehicle between usage	HS/EHS Director CFO Assistant Head Start Director	Vehicle Travel Log	May	Vehicle Travel Log
Parent Educators, Family Advocates, and other staff visiting the homes are not always informed if a family has had contact or suspected contact with COVID	Homebase Manager Family Engagement Case Manager All staff	Agency Phones, Parent Contact Information, PPE	June	Parent Training Agendas Child Plus - tracks and maintains data (documentation –notes)