



# Self-Assessment

2010-2011

## Executive Summary

Kids Incorporated of the Big Bend was established in August 1972 as a not-for-profit organization by a group of concerned citizens interested in providing early education and care for students attending FSU and FAMU. In 1999, Kids Incorporated expanded its program operations to incorporate and embrace the high quality Early Head Start Program for children and families in three counties in the Big Bend region of Florida – Leon, Jefferson and Madison counties. Since its inception, the Kids Incorporated Early Head Start has served over 1,500 families.

Kids Incorporated has attempted to establish *excellence* in the delivery of our program services as they relate to the Head Start Performance Standards as well as integrate the philosophy of the program into our mission for **all** services provided by Kids Incorporated of the Big Bend. Our program endeavors to go beyond what any typical early learning program in our community can provide for children and families because Early Head Start's purpose surpasses enabling the parent to work. Kids Incorporated is committed to provide a system for children and families that:

- ◆ Establishes a supportive learning environment that engage children, parents and staff;
- ◆ Understands that empowering families through our shared system of governance (parents, staff and governing board) enables parents to have a voice in their child's early education and endorses the concept of mutual respect from parents and teachers of ideas and opinions make a difference in a child's growth;
- ◆ Develops a continuum of care, education and services that allows stable and uninterrupted support to families and children; and
- ◆ Ensures that every child has access to on-going health care (physical, dental, mental).

### VISION

All children and families reach their full potential.

### MISSION

Supporting and educating families and young children thru quality early learning, health and family services.

## STATEMENT OF VALUES

Kids Incorporated believes in:

- ◆ The unique value, dignity, respect, and equality of all human beings.
- ◆ Commitment to equal partnership between parents and staff.
- ◆ The quality of life is affected by the interaction between people and their environments.
- ◆ Education can empower people to make decisions about their own lives.
- ◆ Maintaining confidentiality for all people.
- ◆ Respect for and appreciation of family diversity.
- ◆ The rights and privileges of all people through the provision of opportunities for growth and development.
- ◆ The capacity for people to change.
- ◆ Providing developmentally appropriate programming.
- ◆ An interdisciplinary approach in addressing issues related to children and families.
- ◆ Working with people to empower them to overcome obstacles.
- ◆ Life long learning for all people.

## PROGRAM DESCRIPTION

Kids Incorporated operates six Early Head Start centers for 236 children and provides services to 42 pregnant women as follows:

### **Leon County:**

Brandon's Place – 32 children  
438 W. Brevard Street  
Tallahassee  
24 pregnant women

Budd Bell – 40 children  
306 Laura Lee Avenue  
Tallahassee

Parkway Early Head Start – 60 children  
1410 Indian Head Drive  
Tallahassee

### **Jefferson County:**

Jefferson County Early Head Start – 32 children  
395 E. Washington Street  
Monticello  
6 pregnant women

### **Madison County:**

Bright Beginning – 24 children  
115 N. Grand Street  
Greenville  
12 pregnant women

Bright Days – 48 children  
250NW Haynes Street  
Madison

## PROCESS

In accordance with 1304.51(i)(1), an annual self assessment has been conducted to ascertain the effectiveness and progress with program goals and compliance with the Performance Standards. Each year, the appropriate instrument to be used in conducting the self assessment process is selected. This program year, the EHS Director and Program Analyst selected the Fiscal Year 2010 Office of Head Start Protocol for the Self-Assessment. This tool is appropriate and critical guidance to assess quality assurance.

## PREPARATION FOR SELF-ASSESSMENT

The Executive Director/EHS Director and Program Analyst met to establish the process in which the program is going to conduct the self-assessment. Incremental steps were established in order to meet the tight deadlines needed to complete this process prior to the end of the calendar year as follows:

Date(s)	Action Step	Purpose
8-10	Pam and LaFonda meet	Decide Self-Assessment structure
8-10	Pam and LaFonda reviews staff	Decide who will be on each team and the instrument to be used
9-10	Began Self-Assessment process	Team members receive assignments
11-30-10	Deadline	All documents are to be completed and turned into the Program Analyst
12-17-10	Completed	Self-assessment is analyzed and turned in to Executive Director/EHS Director.

Self Assessment was organized as a site review process for all Early Head Start Sites as follows:

Site	Team	Areas of Responsibility
<b>Parkway Early Head Start</b>	LaFonda Wilson Maria Heidorn Chad Arnold Melissa Morgan Charmaine Walden Tomeeke Hayes Wendi Blanton Wendy Harper Laketra Lofton Kathy Moyer Beatrice Samson	<ul style="list-style-type: none"> <li>◆ Staff Interviews</li> <li>◆ Health/Mental Health</li> <li>◆ Nutrition/Disabilities</li> <li>◆ Safe Environments</li> <li>◆ Petty Cash/Deposits</li> <li>◆ Eligibility</li> <li>◆ Family Services/Enrollment</li> <li>◆ Operations/Maintenance</li> <li>◆ Human Resources</li> <li>◆ Education/Professional Development</li> </ul>

Site	Team	Areas of Responsibility
<b>Jefferson County Early Head Start</b>	LaFonda Wilson Maria Heidorn  Catherine Moore Charmaine Walden Tomeeke Hayes Linda Thalheimer Wendy Harper Laketra Lofton Kathy Moyer Beatrice Samson	<ul style="list-style-type: none"> <li>◆ Staff Interviews</li> <li>◆ Health/Mental Health</li> <li>◆ Nutrition/Disabilities</li> <li>◆ Safe Environments</li> <li>◆ Petty Cash/Deposits</li> <li>◆ Eligibility</li> <li>◆ Family Services/Enrollment</li> <li>◆ Operations/Maintenance</li> <li>◆ Human Resources</li> <li>◆ Education/Professional Development</li> </ul>
<b>Bright Days</b>	LaFonda Wilson Maria Heidorn Dennis Nkop Catherine Moore Charmaine Walden Tomeeke Hayes Melissa Morgan Wendy Harper Laketra Lofton Kathy Moyer Beatrice Samson	<ul style="list-style-type: none"> <li>◆ Staff Interviews</li> <li>◆ Health/Mental Health</li> <li>◆ Nutrition/Disabilities</li> <li>◆ Safe Environments</li> <li>◆ Petty Cash/Deposits</li> <li>◆ Eligibility</li> <li>◆ Family Services/Enrollment</li> <li>◆ Operations/Maintenance</li> <li>◆ Human Resources</li> <li>◆ Education/Professional Development</li> </ul>
<b>Budd Bell Early Learning Center</b>	LaFonda Wilson Chad Arnold Dennis Nkop Melissa Morgan Charmaine Walden Tomeeke Hayes Deloris Kelly Wendy Harper Laketra Lofton Kathy Moyer Beatrice Samson	<ul style="list-style-type: none"> <li>◆ Staff Interviews</li> <li>◆ Health/Mental Health</li> <li>◆ Nutrition/Disabilities</li> <li>◆ Safe Environments</li> <li>◆ Petty Cash/Deposits</li> <li>◆ Eligibility</li> <li>◆ Family Services/Enrollment</li> <li>◆ Operations/Maintenance</li> <li>◆ Human Resources</li> <li>◆ Education/Professional Development</li> </ul>
<b>Brandon's Place at Lincoln</b>	LaFonda Wilson Chad Arnold  Linda Jones Charmaine Walden Tomeeke Hayes Wendi Blanton Wendy Harper Laketra Lofton Kathy Moyer Beatrice Samson	<ul style="list-style-type: none"> <li>◆ Staff Interviews</li> <li>◆ Health/Mental Health</li> <li>◆ Nutrition/Disabilities</li> <li>◆ Safe Environments</li> <li>◆ Petty Cash/Deposits</li> <li>◆ Eligibility</li> <li>◆ Family Services/Enrollment</li> <li>◆ Operations/Maintenance</li> <li>◆ Human Resources</li> <li>◆ Education/Professional</li> </ul>

Site	Team	Areas of Responsibility
		Development
<b>Clifford Brown Bright Beginnings</b>	LaFonda Wilson Maria Heidorn  Pam Davis Charmaine Walden Tomeeke Hayes Dennis Nkop Wendy Harper Laketra Lofton Kathy Moyer Beatrice Samson	<ul style="list-style-type: none"> <li>◆ Staff Interviews</li> <li>◆ Health/Mental Health</li> <li>◆ Nutrition/Disabilities</li> <li>◆ Safe Environments</li> <li>◆ Petty Cash/Deposits</li> <li>◆ Eligibility</li> <li>◆ Family Services/Enrollment</li> <li>◆ Operations/Maintenance</li> <li>◆ Human Resources</li> <li>◆ Education/Professional Development</li> </ul>

### ACTIVITIES

1. All on-site monitoring was completed unannounced at each center by the monitoring team. Each monitoring team represented a cross section of team members from each program discipline, Operations, HR and Finance. The one constant identified for each team was the Program Analyst who served as the Team Leader and conducted interviews from a cross-sampling of employees. Interviews consisted of the interview questions from the 2011 Federal On-Site Monitoring instrument. Instruments used for the self assessment consisted primarily of internal monitoring tools developed and/or adopted by the Management Team. Finally, Team Members followed up on the two areas of non-compliance from the 2010 Federal Review to ensure completion of correction action and reliability of corrective action measures.

#### 2. Tools Used by All Teams

- ◆ Interview Questions
- ◆ File Checklists
- ◆ Observation Checklists
- ◆ Eligibility Monitoring Form
- ◆ Work Plan (Corrective Action)

#### 3. Source Documents

- |                                    |                      |
|------------------------------------|----------------------|
| ◆ Client files                     | ◆ Child Plus         |
| ◆ Child files                      | ◆ USDA records       |
| ◆ Contracts                        | ◆ Service Plans      |
| ◆ Community Partnership Agreements | ◆ Meeting(s) minutes |
| ◆ Licensing records                | ◆ Transition plans   |
| ◆ Personnel Records                | ◆ ITERS/ECERS        |
| ◆ Fiscal Records                   | ◆ All publications   |

- ◆ Curriculum guides
- ◆ Audit

- ◆ Policies and Procedures

### CONCLUSIONS

The completion of this year's self assessment was initiated in late September and concluded at the end of December prior to the holiday break. The teams were able to review each site and determine the strengths and weaknesses. The teams for the self-assessment also reviewed files, classrooms, playgrounds, health/safety, food preparation/meal service, and interviewed staff in order to determine compliance with the federal regulations.

The following summarizes the strengths and areas needing improvement identified by the Self-Assessment. A subsequent Improvement Plan was developed by the respective Team Leaders and approved by the Board of Directors. The approved Improvement Plan is attached behind the Self Assessment Summary.

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## Parent Survey Self Assessment Summary 2010 – 2011

Statements below were given to the parents of the Kids Incorporated of the Big Bend Early Head Start Program. One survey was given to each family enrolled in the program. Of the 238 Early Head Start families, 143 families returned the surveys completed. The families responded either Agree, Somewhat Agree, Neutral/Do not Apply, Somewhat Disagree, and Disagree.

The parents have overall agreed that the program provides the following for them. An average of 83% agree, 10% somewhat agree, 4% neutral/do not apply, 2% somewhat disagree, and 1% disagree. Results from the parent survey indicate the parents overwhelmingly are pleased with the program and how the teachers interact with their children.

1. Activities are planned at varying times during the day and week to encourage you to participate.
2. Meetings and interactions are respectful of your family's culture and ethnic background.
3. Your child's teacher makes 2 home visits a year at your convenience.
4. You are asked to make classroom suggestions.
5. You are given opportunities to observe your child's skills and talk to the staff regarding how you think he/she is progressing.
6. The staff educates you about your child's behavior and offers you feedback on how to respond to your child's behavior.
7. The program has educated you on the importance of improving your child's physical development and safety precautions to use when playing actively with your child.
8. You have trusting relationships with the staff and they help you focus on your family's needs.
9. The staff work with you to create goals that support and strengthen your entire family.
10. The program provides diapers, wipes, formula, and food for your child.
11. You are informed when health problems are suspected or identified for your child.
12. Staff explained the importance of health procedures and developmental screenings to you and you completed an authorization form in advance of your child receiving services.
13. Your child's nutritional needs are discussed with you.
14. Your child receives breakfast even if he/she arrives late.
15. You are notified in the event of an emergency involving your child.

Specific comments and/or statements parents included in their survey are as follows (NOTE: these comments reflect actual statements written by parents):

- Very pleased
- I like the way Bright Days do for my child
- I love my children's caregivers. They are so loving. I know I can trust them while I am not there.
- Good Job
- My child has a somewhat behavioral problem and I want the center to teach her how to play with other kids. And her nutritional plan is very fair.
- I enjoy my child being at Bright Days.
- Overall, the staff is great.
- My baby's teachers are doing a good job. I want to say thanks and keep up the good work.
- Bright Days is a GREAT daycare.
- Appreciate ya'll
- If I answered N/A, because I didn't know or don't remember being addressed about the issues.
- From spending almost 2 ½ years at Brandon's Place, my child has grown tremendously and her speech has strengthened also. Thanks a lot for your support!
- We love Brandon's Place. My child has made tremendous progress.
- I love Brandon's Place! You guys are life savers! Thank you – thank you – thank you!!!
- I love the program
- The staff is more like family rather than my child's teacher. I enjoy bringing my child to school.
- Great program. My son really loves the program/school. I don't know a better program in Tallahassee.
- Good Job so far. Thank you.
- On #3, I feel a reminder note should be sent home with parents a month before a home visit is to be scheduled. On #7, I feel I have always known the importance of improving my child's physical development. This is why I have sought therapy for him in the areas of physical, speech, and am currently seeking the right OT for our family.
- Need to get stable teachers
- Love Ms. Shelly
- I think everything is going well
- I love the teachers that my children have, Ms. Kay and Ms. Donna, and the volunteers are great with the children.
- This program has really been a blessing for my child.
- This program is very thorough and each teacher is informative of my child's performance.

- My child recently entered the early head start program so from the time she entered until now I have answered the questions to the best of my abilities.
- I'm very happy that my daughter attends this program. Her teachers are wonderful and Mr. Dennis is always a pleasure. Thank you.
- Everything started off a little shaky with the teachers but everything seems to be panning out well.
- Great job!
- I love the program and I can tell my son loves it also. He has become a little independent and I'm loving his little words he's starting to use. So thank you for everything.
- When it comes to a child care program, I couldn't ask for better. Yet sometimes when my child arrives late around 9 – 9:30 and doesn't receive breakfast.
- I love this center!
- JCEHS is a great environment for children to grow and learn through play. I enjoy my son coming here at the center. It's a lot of love shown for all the children.

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## SELF ASSESSMENT SUMMARY

2010 - 2011

Services & Systems	Areas of Compliance	Areas Needing Improvement
Health	<ul style="list-style-type: none"> <li>• The program ensures effective oversight, coordination, and management of the program's health services by hiring qualified staff and consultant and ensuring they have adopted the functions of the area.</li> <li>• The program has established procedures for tracking the provision of health care services.</li> <li>• The program determines whether each child has an ongoing source of continuous, accessible health care.</li> <li>• The program implements ongoing procedures for identifying new or recurring medical, oral health, or developmental concerns so appropriate referrals can be made.</li> <li>• The program ensures that children receive timely intervention for the evaluation and treatment of health and developmental concerns, and it utilizes information from sensory, developmental and behavioral screenings, in addition to other information to identify concerns, to make referrals for further evaluation and treatment, and to implement individualized follow-up plans.</li> <li>• The program partners with parents in promoting their child's health and wellness by ensuring they are informed of any suspected or identified health or developmental problems and obtaining permission</li> </ul>	<ul style="list-style-type: none"> <li>• Needs improvement assisting parents to bring their children up to date with scheduled primary and preventive health care when necessary and keeping their children up to date as required.                             <ul style="list-style-type: none"> <li>◆ Need to have appropriate follow-up with parents in order to obtain the results for lead, hemoglobin and hematocrit tests due with their scheduled EPDST.</li> </ul> </li> </ul>

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<p>and sharing results for all health procedures, referrals and treatment plans.</p> <ul style="list-style-type: none"> <li>• The program has knowledge of the health and safety needs of each child, and ensures the well being of each child by informing appropriate staff of accommodations necessary for maximum program participation and immediately informing parents of any emergency involving their child.</li> <li>• The program promotes healthy pregnancies, the post natal health and wellness of new mothers, and the wellbeing of newborn babies by assisting them in accessing regular comprehensive pre-natal and post-natal care, providing referrals for mental health intervention and health treatment, providing maternal health education and conducting post natal health visit.</li> </ul>	
Nutrition	<ul style="list-style-type: none"> <li>• The program ensures effective oversight, coordination, and management of the nutrition services by hiring qualified staff and consultant</li> <li>• The program designs and implements nutrition services that promote the healthy development of enrolled children through a process of working with families to access, plan for and individualize nutrition services to meet their child's nutritional needs, feeding requirements, and cultural and ethnic preferences</li> <li>• The program promotes children's healthy growth and development by ensuring that all meals and snacks</li> </ul>	

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<p>conform to age appropriate recommended dietary allowances and requirements established by the USDA and CACFP and by ensuring the safe storage, handling and preparation of food</p> <ul style="list-style-type: none"> <li>• Through the provision of nutritional services, the program provides opportunities for child development, socialization and healthy behaviors by contributing to children’s oral health and by promoting positive attitudes toward child and family nutrition</li> </ul>	
Safe Environments	<ul style="list-style-type: none"> <li>• The center-based facilities comply with the state and local licensing requirements.</li> <li>• All mattresses used for infants are firm and soft bedding is avoided.</li> <li>• All infant and toddler toys are made of nontoxic materials and sanitized regularly.</li> <li>• The program has adequate usable indoor and outdoor space.</li> <li>• The outdoor play areas at the center-based programs are arranged to prevent children from getting into both unsafe and unsupervised areas.</li> <li>• The program ensures that children en route to play areas are not exposed to vehicular traffic without supervision.</li> <li>• The program ensures that the indoor and outdoor space in Early Head Start centers in use by mobile infants and toddlers is separate from general walkways and from areas in use by preschoolers.</li> </ul>	<ul style="list-style-type: none"> <li>• Need lit exit sign at door.</li> <li>• Unsafe plexiglass, need maintenance process to be replaced.</li> <li>• All outlets at one site were not covered.</li> <li>• Unsafe rocking chair (loose screws).</li> <li>• Ensure that unsafe area is made safe.</li> <li>• 1<sup>st</sup> Aid kits missing tissue and diapers.</li> <li>• 1<sup>st</sup> Aid kits need hand sanitizer</li> <li>• Mulch low on playground.</li> <li>• Ramp on trike path needs to be flushed with sidewalk</li> <li>• Leaves, debris, stalks, and weeds need to be removed from playground.</li> <li>• Trim bushes and plants next to fence of playground.</li> <li>• Staff need training on sanitizing toys and equipment.</li> </ul>

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<ul style="list-style-type: none"> <li>• The program has a process for maintenance, repair, safety, and security for all facilities and equipment.</li> <li>• The program provides adequately for children with disabilities to ensure their safety, comfort, and participation.</li> <li>• The program ensures that the environment is free from toxins, air pollutants, and water contaminants.</li> <li>• Staff, volunteers, and children wash their hands with soap and running water.</li> <li>• Spilled bodily fluids are cleaned up, disinfected immediately according to guidelines, and disposed of in a plastic bag with a secure tie.</li> <li>• The program has sanitation and hygiene practices for diapering that protect children and staff's health and safety adequately.</li> <li>• The program ensures that the first aid kits are age appropriate and readily accessible to staff at each facility and while offsite.</li> <li>• The program ensures that all applicable Federal, State and local food safety and sanitation laws are met and evidence of compliance, including appropriate licenses and certificates, is posted.</li> <li>• The program ensures that the facilities have the proper refrigerated storage and handling of breast milk and formula.</li> <li>• The program ensures that no more than 8 children are place in a room and no more than 4 children are assigned to each teacher.</li> </ul>	

Services & Systems	Areas of Compliance	Areas Needing Improvement
Transportation	<ul style="list-style-type: none"> <li>• The program helps as many families as possible obtain transportation who need transportation for their children to attend the program.</li> <li>• The program provides reasonable assistance to the families of such children to arrange transportation to and from its activities.</li> </ul>	
Disabilities	<ul style="list-style-type: none"> <li>• The program ensures effective oversight, coordination, and management of the program's disabilities services by hiring qualified staff and ensuring they have adopted the functions of the area.</li> <li>• The program is designed and managed so children with disabilities and their families are supported and effectively included in the full range of program activities.</li> <li>• The program ensures that the program's services to children with disabilities and their families are effectively coordinated with the Part C provider.</li> <li>• The program ensures that every child receiving services in Head Start and Early Head Start who has been evaluated, diagnosed with a disability and found to be in need of special education or early intervention services has a current IFSP in place and is supported by a learning environment, approach and services that address their needs.</li> <li>• The program ensures that parents of children with disabilities are supported and involved as decision-makers and receive information and assistance in understanding and advocating for the services</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers need to review the IFSP and its use (the teachers use the IFSP, but don't understand how to use it).</li> </ul>

Services & Systems	Areas of Compliance	Areas Needing Improvement
	needed to address their child's special needs.	
Mental Health	<ul style="list-style-type: none"> <li>• The program ensures effective oversight, coordination, and management of the program's mental health services by hiring qualified staff and consultant and ensuring they have adopted the functions of the area.</li> <li>• The program designs and implements practices that educate the program staff and families about mental health issues.</li> <li>• The program collaborates with parents to discuss and identify appropriate responses to each child's behavior including how to strengthen nurturing, supportive environments and relationships, and how to address identified mental or behavioral health concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Child has possible behavioral/mental health issues, but H/D Coordinator has not made contact with consultant for observation. (The program needs to implement practices that identify and are responsive to each child's behavioral and mental health needs)</li> </ul>
Family & Community Partnerships	<ul style="list-style-type: none"> <li>• The program ensures effective content area expertise, oversight and management of the program's Family and Community Partnership and Parent Involvement services, through the hiring of qualified staff and by formally assigning staff and ensuring they have adopted the functions of the area.</li> <li>• The program builds trusting relationships with parent and family members that provide the basis for a collaborative partnership process aimed at supporting positive child development and strengthening families.</li> <li>• The program acknowledges family strengths and offers opportunities for families to identify their own</li> </ul>	<ul style="list-style-type: none"> <li>• Family Advocates need to follow-up on the Family Partnership Agreements in a timely manner.</li> </ul>

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<p>goals, make plans to accomplish them, and access appropriate resources.</p> <ul style="list-style-type: none"> <li>• The program provides opportunities for parents to grow in their knowledge and understanding of the educational, developmental and health needs of their child, expand their parenting and literacy skills and to be actively involved in the child developmental approach of the program.</li> <li>• The program actively engages community agencies in partnering together to provide the highest level of services to Early Head Start children and families and leads to advocacy efforts for low income young children and families within the community.</li> </ul>	
Education & Early Childhood Development	<ul style="list-style-type: none"> <li>• The program ensures high quality education and early childhood development services that promote positive outcomes and comprehensive school readiness for all children, the grantee provides effective oversight, management, and support.</li> <li>• The program hires teachers who have required qualifications, training, and experience. (94 % of the teachers not including head teachers have at least a CDA)</li> <li>• The program consistently implements a curriculum that meets all required elements and is linked to ongoing assessment with developmental goals and measurable objectives.</li> <li>• The program promotes social and emotional development of children.</li> </ul>	<ul style="list-style-type: none"> <li>• 6% of the teachers are still working towards obtaining their CDA or waiver.</li> <li>• Classrooms are equipped with materials for early learning in all areas, but some classrooms need additional materials to support the early learning.</li> <li>• Lesson plans were not posted in all classrooms.</li> </ul>

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<ul style="list-style-type: none"> <li>• The program promotes the development of each child’s cognitive and language skills.</li> <li>• The program promotes the physical development of each child.</li> <li>• The grantee provides comprehensive services through a culturally and linguistically responsive approach.</li> </ul>	
Fiscal Management	<ul style="list-style-type: none"> <li>• The program’s financial management systems provide an effective control over and accountability for grant funds, property, and other assets and ensure that they are used solely for authorized purposes.</li> <li>• Any changes to the budget that requires prior approval has followed the procedure.</li> <li>• The program minimizes the time elapsing between the advances of funds from PMS and disbursement of those funds and has avoided drawing down funds in excess of documented cash requirements.</li> <li>• The program does not use grant fund to pay for expenses by other funding source.</li> <li>• The program obtains, manages, and maintains appropriate insurance for risks and liabilities and use insurance to manage risks.</li> <li>• The program has addressed financial findings or weaknesses identified during the past 3 audits.</li> <li>• The program’s financial reports and accounting records current, accurate, and available, which contain information pertaining to the grant and other</li> </ul>	<ul style="list-style-type: none"> <li>• Need a procedure on a method to draw accrued leave in order to accommodate the liability of payment to vested employees for accrued leave owed.</li> <li>• Need a revision to FIN-48 to include a final signature from the EHS Director on weekly P &amp; L reports.</li> <li>• Need timely reporting of NFS from the Community Affairs Department to the Finance Department for monthly reconciliation and accurate reporting.</li> </ul>

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<p>supplemental awards and authorizations, obligations, unobligated funds, assets, liabilities, expenditures, and income.</p> <ul style="list-style-type: none"> <li>• The program provides monthly financial reports to the Board of Directors, Policy Council, and staff to advise them, control the program quality, and maintain accountability.</li> <li>• The program has written code of conduct governing the performance of its employees engaged in awarding and administering contracts.</li> <li>• The program has written procurement procedures and the process provides for open and free competition.</li> <li>• The program's contracts are current, available, signed, and dated with a complete description of the performance and financial expectations of the agency and the other parties.</li> <li>• The program's original timesheets are prepared properly and signed by the individual employee and the supervisor.</li> <li>• The staff are compensated at a rate below the Executive Level II.</li> <li>• The staff wages are reasonable and supported by appropriate wage comparability data.</li> <li>• The program has implemented procedures to determine allowability, allocability, and reasonableness of costs.</li> <li>• The program's claimed NFS is verifiable from records</li> </ul>	

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<p>and is allowable under the cost allocation plan and reasonable for accomplishing program objective efficiently.</p> <ul style="list-style-type: none"> <li>• The program has purchased a facility and completed major renovations on facilities, and documentation is available to show the approval for these by the Regional Office and complied with federal regulations.</li> <li>• The program has a process for ensuring all contracts exceeding \$2,000 for constructing, renovating, or repairing used by the program comply with the Davis-Bacon Act.</li> <li>• The program meets the property management standards for equipment purchased using the HS funds, which includes conducting a physical inventory annually and maintaining vehicle titles.</li> <li>• The program properly accounts for any rental transactions with related parties.</li> </ul>	
Program Governance	<ul style="list-style-type: none"> <li>• The program ensures program integrity and oversight of quality services to children and families and supports appropriate decisions related to program design and implementations by establishing and maintaining formal and effective program governance.</li> <li>• The program ensures that the Governing Body and Policy Council maintain policies regarding conflict of interest, compensation and reimbursement and receive appropriate training and technical assistance</li> </ul>	

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<p>to support program oversight and decision making.</p> <ul style="list-style-type: none"> <li>• The Governing Body and Policy Council are actively engaged in informed decision making, ensuring program integrity and fully participating in the development, planning and monitoring of the Early Head Start Program.</li> <li>• The Governing Body and Policy Council regularly receive and use reports about program planning, policies, operations and finance to assist them in program oversight and decision making.</li> </ul>	
Planning	<ul style="list-style-type: none"> <li>• The program has developed a process for systematic program planning which leads to the development and implementation of quality services that meet the needs of children and families in the community.</li> </ul>	
On-Going Monitoring	<ul style="list-style-type: none"> <li>• The program has established and implemented a process of ongoing monitoring of its operations and services.</li> <li>• The program uses measures, tools, or procedures to implement the system of ongoing monitoring.</li> <li>• The program assigns staff to the monitoring of each service.</li> <li>• The program collects, analyzes and reports on the progress towards its own goals for quality.</li> <li>• The program follows-up on and corrects any weaknesses identified through the self assessment or findings identified through monitoring.</li> </ul>	
Communications	<ul style="list-style-type: none"> <li>• The program has developed a system for ongoing communication that ensures an optimum exchange</li> </ul>	

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<p>of information to and from staff, parents, community members, Policy Council, and Board of Directors through a system of ongoing communication which offers maximum transparency, supports efficiency of program operations, and promotes involvement in decision making.</p>	
Record Keeping & Reporting	<ul style="list-style-type: none"> <li>• The program has established and maintained a record keeping system, which is effective and safeguards the client privacy and that assures appropriate individualization of program activities.</li> <li>• The program has stashed and implements reporting systems that are accurate, efficient, and meet required time schedules in order to inform effective planning and to assure the quality and timeliness of program services and compliance with regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The program must ensure that documentation of the delivery of the quality services is accurately documented.</li> <li>• The Area Directors must ensure that HR files have all documentation for licensing approval from DCF.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>• The program maintains a well developed organizational structure of qualified staff to plan, implement, and manage program services and ensure attainment of the program's mission and goals.</li> <li>• The program developed, maintains, and implements effective personnel policies, including Standards of Conduct, that establishes guidelines and procedures for hiring, selecting and terminating staff, and defining policies under which employees are expected to function.</li> <li>• The program has a system for staff orientation, supervision, evaluation and training that supports optimum staff performance and ensures professional</li> </ul>	

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<p>development of all staff in a process of continuous learning.</p>	
<p>Eligibility, Recruitment, Selection, Enrollment, and Attendance</p>	<ul style="list-style-type: none"> <li>• The staff have verified each child’s eligibility and included in each file a statement signed by an employee identifying the child’s eligibility category and the documents submitted to determine eligibility.</li> <li>• The program has not enrolled children who are not categorically eligible or who falls outside of the income eligibility requirements.</li> <li>• The program has developed and implemented a process that is designed to actively recruit families with Early Head Start eligible children, including children with disabilities, informing them of available services and encouraging them to apply.</li> <li>• The program has a process for establishing selection criteria that is used for selecting children, that considers all eligible applicants for services.</li> <li>• The program has established and implemented outreach and enrollment policies and procedures to first ensure it is meeting the needs of children.</li> <li>• The actual enrollment includes at least 10% children with disabilities.</li> <li>• The program has enrolled 100% of its funded enrollment and maintained an active and ranked waiting list at all times with ongoing activities to identify underserved populations and outreach to the community to assure eligible children enter the program as vacancies occur.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no procedure for the enrollment process in order to ensure accuracy of 30, 45, and 90 day Health activities.</li> <li>• ERSEA Coordinator must ensure that all income calculations includes all forms necessary to re-determine accuracy of income.</li> </ul>

Services & Systems	Areas of Compliance	Areas Needing Improvement
	<ul style="list-style-type: none"><li>• The program has documentation to support monthly enrollment data submitted to the Office of Head Start.</li><li>• The program analyzes causes of absenteeism when the month ADA falls below 85%.</li><li>• The program ensures that no child's enrollment or participation in the EHS program is contingent upon payment of fees.</li></ul>	

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## Program Strengths

- Great natural outdoor playscapes at each site and unique to each center's topography, even for infants.
- The electronic newsletter "The Kids Post" goes out to 4,500 recipients.
- Major community outreach event – "Kidsfest" – each year.
- Coaching mentoring program component of Head Teachers for instructional staff.
- Education Portfolios completed by instructional staff track progress of the children's development and performance and provide a strong communication linkage with the parents.
- Excellent Board of Directors who are engaged and passionate about the mission.
- Strong community partnerships.
- Continuity in Program Management Team results in continued quality improvement, thus enabling staff to "raise the bar" of quality.
- ERSEA programs maintain active and current wait list to ensure minimal amount of lapse time between a vacancy and new enrollment.



# Kids Incorporated of the Big Bend

## Program Improvement Plan



## Program Improvement Work Plan

### Area of Weakness: Health

Activities	Person Responsible	Date to be Completed	Date Completed
Improve process for assisting parents in bringing their children up-to-date with the scheduled primary and preventive health care and keeping them up to date, which includes follow-up and collecting lab results for the lead, hemoglobin, and hematocrit tests. (All Sites)	Health/Disabilities Coordinators	January 31, 2011	

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## Program Improvement Work Plan

### Area of Weakness: Safe Environments

Activities	Person Responsible	Date to be Completed	Date Completed
Need emergency lighting in the classroom.	Catherine Moore	January 31, 2011	December 17, 2010
Unsafe plexiglass, need maintenance process in order to be replaced	Linda Jones	January 31, 2011	
Outlets need to be covered	Catherine Moore	Immediately	October 21, 2010
Contact maintenance worker to close the open area under shed, which is unsafe for children.	Ramona Fritzen	October 31, 2010	October 12, 2010
First Aid kits missing tissue, diapers, soap, and hand sanitizer. (Multiple sites)	Health Disability Coordinator	Immediately	December 8, 2010
Mulch is low on playground.	Catherine Moore	January 31, 2011	

Activities	Person Responsible	Date to be Completed	Date Completed
Ramp on trike path needs to be flushed with sidewalk	Catherine Moore	January 31, 2011	
Leaves, weeds, debris, and stalks need to be removed from playground	Catherine Moore	January 31, 2011	
Trim bushes and plants near the fence on the playground	Catherine Moore	January 31, 2011	
Staff needs training and technical assistance on sanitizing toys and materials	Catherine Moore & Teachers	January 31, 2011	December 17, 2010



## Program Improvement Work Plan

### Area of Weakness: Disabilities

Activities	Person Responsible	Date to be Completed	Date Completed
Teachers need T/TA on the IFSP and its use (All instructional personnel)	Maria Heidorn and LaFonda Wilson	January 31, 2011	January 18, 2011

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## Program Improvement Work Plan

### Area of Weakness: Mental Health

Activities	Person Responsible	Date to be Completed	Date Completed
Child has possible behavioral/mental health issues, need consultant to observe child. (Parkway)	Dennis Nkop	December 17, 2010	December 15, 2010
Create a procedure in order to have processes that identify and are responsive to each child's behavioral and mental health needs	Chad Arnold	January 31, 2011	



## Program Improvement Work Plan

### Area of Weakness: Family Services

Activities	Person Responsible	Date to be Completed	Date Completed
Family Partnership Agreements need quarterly follow-up. (All Sites)	Family Advocate	January 31, 2011	

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## Program Improvement Work Plan

### Area of Weakness: Education & Early Childhood Development

Activities	Person Responsible	Date to be Completed	Date Completed
Teachers need to complete credentials for employment. (Ludy, Whitney, Kareema, Joyce, and Sharon)	Teacher and Beatrice Samson	May 31, 2011	
Obtain additional materials in the classroom to ensure the development of the children (All Sites)	Teachers and Area Directors	December 17, 2010	December 9, 2010
Lesson plans need to be posted in all classrooms (Bright Days)	Teachers	December 17, 2010	

## Program Improvement Plan

### Area of Weakness: Fiscal

Activities	Person Responsible	Date to be Completed	Date Completed
Create a procedure on a method to draw money for accrued leave in order to accommodate the liability of payment to vested employees for accrued leave owed.	Mallissa Harden	January 31, 2011	
Revise FIN-48 to include a final approval signature from the EHS Director on the weekly P & L reports if changes were made.	Mallissa Harden	January 31, 2011	
Need timely reporting (previously due) of NFS from Community Affairs to Finance department for monthly reconciliation and accurate reporting.	Community Affairs Director	January 31, 2011	



## Program Improvement Work Plan

### Area of Weakness: Record Keeping & Reporting

Activities	Person Responsible	Date to be Completed	Date Completed
File all child documentation pertinent to quality services in the Health, Family, Enrollment, Disabilities, and Education services files, which includes portfolios and medication binders. (All Sites)	Teachers, Health Disabilities Coordinator and Family Advocates	January 31, 2011	
File all approved documents in the center-based staff HR files to ensure DCF licensing approval. (Multiple Sites)	Teachers, HR Specialist and Area Directors	January 31, 2011	



## Program Improvement Work Plan

### Area of Weakness: ERSEA

Activities	Person Responsible	Date to be Completed	Date Completed
Create an enrollment procedure for the agency	ERSEA Coordinator	December 17, 2010	December 13, 2010
Include Income Calculation Form with all client/potential client income verification to ensure accuracy of eligibility. (Multiple Sites)	ERSEA Coordinator	December 17, 2010	December 1, 2010