

Kids' Corps, Inc.
2009-2010 Self Assessment
Final Report

All team members submitted their information and it was reviewed by their team leaders. Leaders met twice with their teams to monitor their progress and formulate their findings for the final report. Their findings and recommendations will be reflected in this final report.

(The current language being used to describe a “finding” is “Non Compliance” or “Area of Non Compliance” and means that you are not doing something you are required to do. A weakness means that the agency is in Compliance, but marginally. Lots of room for improvement.)

Program Design and Management

In review of the Program Design and Management portion of the Office of Head Start Monitoring Protocol, all areas were in Compliance. Interviews were conducted with Family Services Specialist, Enrollment Advocate, Board and Policy Council Members, Center Directors, Human Resources Manager, Education Manager, the Family Services, Health, EHS Manager, Business Manager and the Executive Director.

Training files, Personnel files, Board of Directors minutes, Policy Council minutes, Advisory Board minutes, By Laws for BOD and PC, Subcommittees for Selection Criteria and Personnel Policies, ERSEA, Curriculum and Lesson Plans, Annual Audit, Service Contract and Child files with documentation were reviewed. No areas of concern were noted.

Weakness:

Documentation in the child files for follow up of resources given to parents from Family Strength Survey or home visit, and family contact when phone calls were made was missing. Some files had no contact with family since October/November. Some documentation was in the first person.

Recommendations:

Documentation on the Family Contact sheet needs consistent updates in training on how and when, training in documentation that eliminates the first person and keeps file ready for court review. Also shows how KCI is meeting the needs of our parents and families. (Are Center Directors reviewing files? SOP #28)

Strengths:

Both Board and Policy Council members interviewed were knowledgeable on the trainings given at their meetings. They understood their part in approvals of grants, new hires, change in Curriculums used, changes in program options offered and changes in the upcoming program year. They were aware of grants received and purpose of use. They participate on Advisory committees, ERSEA and Personnel Policies committees and regularly talk with other parents and the community about joining. They felt they received training from the ED and other managers to make decisions wisely based on that knowledge

Staff are placed in accordance to their training and expertise to allow the program to meet its' objective. Areas where staff have vacated their position, management has stepped in to continue the program at its' highest peak of performance.

All staff participates in their own personal performance review and all are encouraged to research and develop their own professional development plan.

KCI allows staff training and educational participation during work hours to accommodate continual professional growth so our programs function at their highest level of quality for families and the children we serve.

KCI contracts for TB's and flu shots to be given during a work day at a KCI site for ease of staff to follow guidelines and remain healthy for stable and consistent services.

Staff are regularly sent to trainings to keep abreast of the most up to date knowledge of child development and health education for teaching opportunities and observations, keeps KCI viable and ready for future opportunities to serve more children and families.

Fiscal

In review of the Fiscal Management portion of the Office of Head Start Monitoring Protocol all areas were in Compliance. Interviews were conducted with Executive Director, Business Manager, Human Resource Manager, Education Manager, Family Services/Health/ EHS Manager, the Board of Directors and Policy Council members.

Board of Directors minutes, Policy Council minutes were reviewed for financial accountability. Past year's Annual Audit, Bank statements, Purchase request forms, In-Kind binder, Volunteer time sheets, Ownership papers for merchandise purchased and COLA allocations, contracts for services, bids for services were all reviewed. All areas were in compliance.

Strength: Board of Directors and Policy Council members are aware of their fiscal responsibilities. They were very much aware of their role as a member, the job of monitoring financial budgets and grants and take their responsibilities seriously. All financial information was reviewed and showed no weakness. No areas of concern were noted.

Family Services

In review of the Family Services Management portion of the Office of Head Start Monitoring Protocol, there was on Non Compliance, and with multiple new staff and changes in the program options, there were weaknesses. Interviews were conducted with Education Manager, Health, Family Services/EHS Manager, Family Services Specialist, Family Advocates, Teachers and parents. Child files were reviewed for Family Partnership Agreements, Family Strengths Survey and follow up, enrollment forms and documentation as well as home visit reports. Advisory Committee Minutes, parent activity flyers, notices of volunteer opportunities, job descriptions, center newsletters, PCM minutes, and PC minutes were all reviewed.

Non Compliance:

Child files found without Transportation Policy at numerous centers and when form was found in the child file, some had NCR copy still attached and not signed by parent. Performance Standard 1310.21(C)(1)and(2) Safety Education

Recommendation:

When training on enrollment home visit procedures, list SOP Enrollment Procedure (page 98) for all forms required. All staff conducting enrollment home visits understand the importance of this policy. (Transportation Policy)

Weaknesses:

Due to new positions for teacher/family services in several different program options, training in follow up documentation is needed. At several centers, follow up of services/resources from the Parent Strength Survey were not documented on the form or on the family contact sheet. When asked about the lack of follow up for the parents requests, it was noted that the follow up/resources were given but lack of time was reason for no documentation. (see weakness/recommendation under Program Design and Management)

Parent/Guardian name does not go in the Authorized Emergency Medical Contact space on the Emergency Form and there should always be an address and phone number as well. Addresses for pick up and drop off need to be complete with street address and apartment numbers. Start dates need to be filled in at top. Center Directors and family advocates need to be checking more thoroughly.

Recommendation:

SOP written outlining details on filling out form and training on a regular basis, several times throughout the program year. (Municipality Requirement)

Several areas of home visit report forms are not completed and translators accompanying teachers or advocates on home visits are not signing the report form. No indication that accommodation was made for families with English as a second language.

Recommendation:

All areas of home visit report form must be completed before Center Directors send them to PSA. This will cut down on how many of these forms are sent back for completion. Ie. Next visit date (can be rough guess-PSA's have to fill this area out in COPA for the data to be accepted and entered). It has also been recommended that instead of using a check mark beside a resource, (on planning form) write receiving or gave resource. A check mark doesn't make it clear to others reviewing the file if family is receiving or not. (other staff reviewing file or FSS/Center Director)

Home visit report forms (Advocate and Teacher) didn't list much in the way of parent involvement events. PC/Advisory/Parent Volunteer Days/Monday Munch/Man to Man/Parents R Us. Only PCM was listed on a few home visit reports and only the time without the dates were listed. Most of the teacher forms were blank in this area.

Recommendation:

Family services and Education staff receive training on how the Policy Council and Advisory Committees work. What each committee does and how parents can be involved. Continue to cross train staff on how the different parent involvement activities can and do benefit the families and to invite every family to whatever event is coming up and document that event so parent has copy for reminder.

Recommendation:

Strengthen training for Family Advocates/Teaching staff on when there is a family services issue unfolding, dropping the child when there is no contact with the family, is the last resort. Several teacher/advocates stated phone call/letter/visit to home then drop if no response. Didn't really expound on the time frames and how we can reach out to the parents. Training on family support options and procedures for the new staff now in the dual family advocate position.

Strengths:

Family Advocates/Education Specialist/Teachers all keep resources available for parents in the classes and centers. Parent information boards were current.

Strength:

Many languages are spoken by our Family Services team that are available to help families with interpretation, invites, translation of information and even assist children in the classroom when needed.

Strength: Parents interviewed felt that they were receiving great services and were very pleased with the strides their child had achieved. They stated that the resources offered them had good information but didn't always meet their needs. They are satisfied with the staff efforts and appreciate the care and concern shown to them and their children.

Transportation:

In review of the Transportation Management portion of the Office of Head Start Monitoring Protocol, there are several Non Compliances and weaknesses. Interviews were conducted with Compliance Specialist, Education Manager, Executive Director, Human Resource Manager, Bus Driver, Family Services Specialist and Assistant Teachers. Binders are kept with Fire and Earthquake drills done monthly for all buses, Maintenance Records for buses, Municipal licensing inspections.

Non Compliance:

On bus ride observation, staff released children from the bus without an adult escort or seeing an adult. Staff also released child to a sibling that was much younger than sixteen and no adult visible till told to see an adult. Then adult made to come to door. Performance Standard 1310.21©(1) (importance of escorting child to....)

Non Compliance:

On bus ride observation, bus attendant sat at front of bus and did not monitor children at the rear of the bus. A child was unbuckling seat belt and kneeling in seat, leaning over to tease child in seat ahead of him. Other children were unbuckling and buckling back up when observer told them to but unbuckled again like a game. Several children were fussing with each other and attendant never turned around to help with situation till observer mentioned it. Performance Standard 1310.21(b)(1)(2), safety procedures and 1310.21(e) activities to teach safety

Recommendation:

Quarterly bus rides by supervisors to monitor the activity, policies and procedures of all attendants regularly riding the bus. No child exits bus alone without adult or age appropriate person. All staff at centers including Family Advocates attends bus training updates throughout the year. Include observations in performance appraisals.

Weakness:

Bus attendant used music for about five minutes of the hour long ride. No stories or teaching was going on.

Recommendation:

Staff receive monthly training at staff meetings on what to do to engage children on the bus. Role play and brainstorming for variety. Change out books or tapes monthly to keep fresh and children engaged. (extension of the classroom - SOP Bus Transportation Training #145)

Strength:

Bus drivers and their supervisor knew their procedures and inspection routines. They love the children and parent contact, per interviewer. Buses were clean and well maintained.

Mental Health

In review of the Mental Health Management portion of the Office of Head Start Monitoring Protocol all areas were in compliance. Interviews were conducted with Disabilities Specialist, Child Development Specialist, Center Directors and Teachers. Review of COPA, Child Files, Contracts, Advisory Committee Minutes and Disabilities Service Plans were also completed.

Behavior reports were filed properly and children were receiving services on a regular basis. Specialist was knowledgeable in her field and kept in contact with teaching staff to confirm if strategies were helping. Documentation was thorough on family contact report and on behavior reports. Met with parents when different strategies were needed to be put in place and followed in the home. Encouraged parents to watch 1-2-3 Magic DVD at Parent Committee Meetings and Parents R Us trainings.

Strength:

Staff felt supported and had options to use for children with behavior issues. They felt they were listened to and understood by the Child Development Specialist and had good follow up in a timely manner for strategies and working with parents.

Disabilities

In review of the Disabilities Management portion of the Office of Head Start Monitoring Protocol there was a Non Compliance and a few recommendations. Interviews were conducted with Parents, Disabilities Specialist, Education Manager, Teachers and Center Directors. Review of IEPs, COPA data tracking, Training logs, Memorandums of Agreement, and Contracts with Community Professionals. Child files were reviewed for timely assessments and all authorizations and necessary data was evident.

Non Compliance:

In a couple of children files, one parent mentioned "suspected speech" on enrollment application but nothing started and no documentation of follow up till February when green referral form was filled out and forwarded. In another child file, doctor giving physical exam recommended speech evaluation. Mom mentioned again about speech at January home visit. Nothing documented in file and no follow up. Another parent listed child may need speech back in September on Enrollment application and nothing started till March and still no assessment done.

Weaknesses:

Staff are not trained in how to help the parent fill out the PRE-CAP and yet are asked to hand off to parent to complete. Staff that do translation have had no training in how to help a parent fill out this form so parents understand what is really being asked. Family advocates/teachers don't always understand the ASD assessments yet they need to get parent signatures when they are not able to attend the meeting. Family Advocates have not had training in how to read the IEP's and assessments to explain the outcomes to parents, nor are they encouraged to attend the meetings to lend moral/physical support to the parent during a difficult and stressful time. Teachers also individualize for each child and should be meeting with the therapist or at least reading assessments to set up classroom for consistency and success of the child.

Recommendation:

Continue training all staff on importance of reviewing all forms well and documenting accurately what parents are asking for. (45 day rule) Invite Disabilities Specialist to train all Teachers (center staff meetings) and Family Advocates (family services meeting) on how to read an IEP, how the assessment process works and how to read the final diagnosis and train all staff that work with families to obtain the Speech Referral Packet what is being asked and how to relate it to the family (PreCap form). Family Advocates or teachers should accompany the parent to the IEP meeting so the parent is supported and not alone during the process. (familiar face)

Performance Standard 1308.19(f)(2)

Several teachers stated they would like to meet with the Disabilities Specialist or Speech Pathologist at staffing time to get updates on the child's progress and further strategies for individualization.

Staff are not always sure of document placement of IEP's and consents in the child files.

Several child files did not contain IEP or Authorization to Exchange for children receiving services through the school district (generic ASD form only). (Muldoon and Creekside Park)(COPA listing)

Recommendation:

Keep copies of IEP's and updates from school district with Authorization to Exchange for specific school or Speech Pathologist in child files for consistency of goals and individualizations for the child.

Some centers had the "receiving services" form in the child files where easily seen and reviewed for services. Other centers, no one knew where they were kept and not accessible for review. (placement consistency)

Strength:

Observations done by parents feel the teaching staff and child interactions were wonderful to see.

Most child files were up to date with IEP's and consent/documentation.

Health

In review of the Health Management portion of the Office of Head Start Monitoring Protocol, there were no Non Compliance. Interviews were conducted with Parents, Health and Nutrition Specialist, Family Advocates, Disability Specialist, Health Assistant, Teachers and Assistant Teachers. Review of SOP's and child files, health alerts, referrals and classroom forms performed. First Aid kits have checklists and time lines for replenishing, Center Directors understand the frequency plan.

Weakness:

Not all staff understood the procedure for cleaning up bodily fluids but they did know to put on gloves.

Health information was filed incorrectly in many files reviewed.

Family Advocates/Teachers are still not sure about medicine administration logs and when they should be reviewed with the family.

Recommendation:

Continue training all staff on frequency of going over medicine administration log form with parents (the whys and hows) and how to handle bodily fluids in the classroom (bodily fluids kits, clean up with bleach water, etc) .
Performance Standard 1304.22(e)(4)

Strengths:

All children and staff were observed washing their hands when coming in from outside, before eating, before handling food and after toilet use.

Parents interviewed felt that their concerns were taken seriously and that their confidentiality is respected.

Parents are very satisfied in the progress their children are making and pleased with the lunches served daily. They also appreciated the resources and referrals in a timely manner for their child's health issues. The notices for upcoming health exams were helpful.

Nutrition

In review of the Nutrition Management portion of the Office of Head Start Monitoring Protocol all areas were in compliance. Interviews were conducted with Education Manager, Health/Family Services/EHS Manager, Nutrition Specialist, Health Assistant, Parents, Center Directors, Assistant Teachers and Teachers. Review of SOP's, child files, information going home to parents, Curriculum, Contract Services on file, and Menus.

Weaknesses:

Very little nutrition and health activities listed on lesson plans and home visit reports. Lesson plans mostly used reading stories for health and only rarely were there nutrition activities listed. This should be a weekly, ongoing part of the child's day.

All staff brush their teeth with the children, each time it is done.

Some of the child files that had no dentals received, also had no documentation on family contact sheet in regards to dental needs.

Recommendation:

All contact with parents need to be documented on family contact sheet about any and all health/nutrition issues.

Question about children receiving breakfast or something to eat no matter when they come to class was not always correctly answered by staff. We don't make them wait till the next meal and we don't have to go ask a supervisor *if* one is available to ask at the time. Performance Standard 1304.23(b)(1)(i), 1304.23(b)(1)(iii) and 1304.23(b)(1)(vii) (pages 102-106, all children arriving without breakfast must be fed....all children stating they are hungry when arriving, must be fed....)

Recommendation:

Continuous training on meeting the child's needs.

Strengths:

All teachers are aware of the tooth brushing procedure and how often done in the classroom. They are also aware of when to change out brushes and when and how often to sanitize toys and classroom environment. Teachers also felt they had proper ways to encourage children to eat and to try new foods.

Safety

In review of the Safety Management portion of the Office of Head Start Monitoring Protocol all areas were in compliance. Interviews were conducted with Compliance Specialist, Health/Nutrition Specialist, Health Assistant, Center Directors and Teachers. Reviewed were the SOP's, Drill binders, Facility and Maintenance checklists, Classrooms and Centers observed for emergency information, Licensing, Exit signs, Fire Extinguishers, Smoke detectors, Checklists for First Aid kits and equipment and unobstructed pathway to exits.

Strengths: All staff interviewed is aware of their emergency information posters and procedures. Emergency numbers are on and by all phones in the centers. Staff knew where the exits and Fire Extinguishers are located and practiced fire and earthquake drills regularly. All materials are replaced in a timely manner when broken or no longer safe for children's use.

Education

In review of the Education Management portion of the Office of Head Start Monitoring Protocol all areas were in compliance. Interviews were conducted with Education Manager, Center Directors, Teachers, Assistant Teachers, Specialist, parents. Classroom observations were done at numerous centers, child file checks, lesson plans, Curriculums, Training and Credential files were also reviewed. All areas were in compliance.

Weaknesses:

Supporting curricula's and binders are not in each center. . They use the curriculum but do not have hard copies of binders and supporting materials. Each center should have its own Curricula and materials.

Not all forms mesh well with Creative Curriculum. Individualization forms don't fit well so it's extra documentation. Teachers appear to be writing out the goals and observations as well as the data entry into CC.net. This is creating double duty.

No clear indication or consistency of how individualizations for each child is incorporated into the lesson plans. Some individualization forms reflect the goals at the top of the form and what the child **did** to accomplish those goals. Other individualization forms showed goals and what the activities will be to bring child's attention to meet the goal. Lesson plans did not reflect any individualization for a child's goals. Some centers had past weeks individualization forms under education in the child files, other centers kept individualization forms with the Center Director. Staff do not use IEP goals to individualize for the classroom. Some goals were very much the same but formulated the goals from parents and classroom assessments and observations.

Recommendation:

Clear procedure on how individualization forms are filled out, and how to use; before the activity or the results after the activity. Find a way to show individualizations on the lesson plan forms. Clear procedure for keeping forms. Training on reading and incorporating IEP or behavior goals into lesson plans.

Recommendation:

Review educational forms to revise and enhance efficiency of time management and documentation. A cross section of center directors and teachers that use the forms be on the committee.

Assistant Teachers don't understand the individualizations and do not know how to support the child with classroom strategies and don't always feel supported by the teacher and/or center director.

Recommendation:

Bring assistant teachers in on individualization strategies for all children and especially those with IEP's or behavior reports for classroom quality and consistency.

Teachers weren't real sure how to help parents participate in selection and development of curriculums. Need information on Advisory committees. They also weren't sure how to provide parents with opportunities to increase their child observation skills and share their assessments with the staff.

Recommendation:

Use the "What I did this week" form to show parents the areas of development when children play. Use this form along with Monday Munch informational sheets to offer suggestions to parents on what they can do to enhance their child's activities. (SPARC)

Portfolios are in place for every child; however, only the centers that have had consistent leadership with KCI had more completed portfolios. Some center directors were unaware of a check list, what should be included in the portfolio and how often this information was added.

Recommendation:

Have a portfolio training where everyone (center directors and teaching staff) will know and understand what contents are needed (checklist) and how often the items are placed and how parents are shown the growth of their child's progress by the contents of the portfolio at Parent Teacher Conferences.

Teacher home visit report forms had little or no invitation to parents for classroom volunteering or parent trainings and meetings. There was little or no documentation on family contact sheet that parents had been invited to events. There was no documentation on family contact sheet if parent participated in classroom or center events. There was little documentation received on classroom volunteer sign in sheets to show parents visiting classroom or center events except PCM's, Parents R Us and Man to Man.

Strengths:

Parent felt all the teacher/child interactions she observed were wonderful.

Center Directors know what they are doing and how to do it well, vast knowledge of Head Start and KCI.

Teachers and Assistant Teachers know what to do for small group activities and how to encourage children in good self esteem and positive attitudes towards learning. They had good examples of how they engage children in art, music and movement and physical development for both indoor and outdoor play.

Teaching staff love the Creative Curriculum and CC.net.

Improvement Plans—Management teams have been meeting this summer to develop improvement plans. The plans will be presented to the Board of Directors and Policy Council in August 2010.