Throughout the month of February 2018, Greater Opportunities of The Permian Basin, Inc. Head Start School Readiness Academy conducted the annual Self-Assessment and analyzed the data across subgroups to create final recommendations for program improvements. The attached reports reflect the results of the assessment, including program strengths, areas for improvements, and corrective action plans.
Self-Assessment Report 2017-2018

Section 1. Introduction

Program description

Greater Opportunities of The Permian Basin, Inc., Head Start School Readiness Academy has been in operation since 1965 as a non-profit organization providing Head Start services to families and children living in the West Texas area. New in the refunding application for the 2017-2018 school year, the program was approved for a reduction and conversion of Head Start enrollment slots to Early Head Start slots, expanding the delivery of services to expectant families, and children ages birth-three. The funded enrollment for GOPB is now a total of 842; 750 Head Start children and up to 92 Early Head Start families. The program provides services through center-based option at nine centers spanning four counties and also through home-based services in one county.

The underlying philosophy of GOPB, Inc. is a belief that children can benefit most from a comprehensive disciplinary program that fosters development and remedies problems as expressed in a broad range of services. The child's entire family, as well as the community must be involved. The Head Start program is a family-focused program focusing on childhood education, giving children the opportunity to reach their maximum potential.

Our mission is to provide a positive learning experience in a safe and healthy environment that will improve the quality of life for the children and families served, and empower them to become self-sufficient, contributing members of the community.

“The Improving Head Start for School Readiness Act of 2007” section 641 A (g) requires Head Start agencies to conduct an annual comprehensive self-assessment, with the consultation and participation of policy council and other community members, to measure the effectiveness and progress in meeting program goals and objectives and in implementing and complying with Head Start Program Performance Standards.

The annual self-assessment is an important element of the GOPB, Inc., Head Start School Readiness Academy program. It is a time that the program does a thorough analysis of ongoing monitoring results and multi-year data to review progress towards
meeting program goals and objectives and discover our strengths and what we are doing well. It serves as a tool by which we hold ourselves accountable and determine if our program is doing what we proposed to achieve in our application for funding. We ascertain if resources are being used effectively to achieve our goal of providing high-quality services to children and families in the Permian Basin. Most importantly, the results of the annual self-assessment serve as a foundation for future planning and goal setting that will drive innovations to improve outcomes for children and families.

Program goals for improvement from the previous 2016-2017 Self-Assessment included:

- **Recordkeeping and Reporting** - improve consistency across the program by conducting a full revision to Written Plans; Standard Operating Policies and Procedures (SOPs), and agency forms that align to the new Federal Program Performance Standards issued in September of 2016.
  - Create a Site Manager manual to include all updated plans, policies and procedures, and forms; provide training to Site Managers on purpose and usage of the manuals.
- **Human Resources** - revise and improve staff and volunteer orientation process to ensure people are prepared to fulfill job responsibilities and orientation includes topics required by Child Care Licensing.
  - Revise documentation for staff/volunteer orientation process.
- **Human Resources** - Management will coordinate staff recruitment activities at local job fairs in an effort to find qualified applicants for transportation services; Identify existing staff who are interested in attending Bus Driver Certification training.
- **Recordkeeping and Reporting** - Create and implement a Family Outcomes Assessment tracked in Child Plus in order to effectively track Family Partnership Agreement process and development towards achieving family-defined goals.
- **Program Planning & Service System Design** - Apply for conversion of Head Start slots to Early Head Start slots in order to provide needed services for expectant families and children ages birth-three in Saragosa, Pecos, Odessa, and Big Spring.
- **Data and Evaluation** - In an effort to improve average daily attendance, revise parent orientation process to include importance of regular attendance; Implement Attendance Agreement that will be reviewed with and signed by families, acknowledging the expectation for regular attendance.
- **Technology and Information Systems** - Regularly update agency web page and Facebook page and include both into ongoing monthly monitoring to successfully market the program.
- **Technology and Information Systems/Recordkeeping and Reporting** - Implement an agency-wide training plan on using Child Plus to document service delivery in all component areas; Develop step-by-step “recipe” for documentation process
to be included in Site Manager manuals, ensuring consistency across the program for documentation.

- **Facilities and Learning Environments/Fiscal Management** - Develop a plan for repairs/replacement of roofs for the facilities across the program; acquire proposals for repair/replacement of all necessary locations; Seek additional funding sources.

- **Recordkeeping and Reporting** - Provide training to Site Managers on CACFP meal count reporting to ensure consistency with additional qualified people at each location.

- **Training and Professional Development** - Develop a training plan for Site Managers and other high performing staff to provide coaching and support in areas of Classroom Organization to improve CLASS scores. Create Professional Development Plans for staff to include coaching and ongoing support to teaching staff in areas that require improvement in applicable areas of CLASS performance.

- **Training and Professional Development/Fiscal Management** - Research curriculum options and purchase new curriculum for the program that meets the program performance standards and aligns to the Head Start Early Learning Outcomes Framework. Provide training to classroom staff to appropriately and consistently deliver the curriculum in classrooms across the program.
  - Develop a “model” classroom at each site with Site Managers and teaching staff; re-organize all classrooms using model classrooms as blueprint.

- **Training and Professional Development** - Develop a training plan for classroom Teachers to implement IEP goals into individualized activities and provide individualized support to children with special needs. Monitor teacher understanding through ongoing monitoring of lesson plans and observation notes.

- **Training and Professional Development** - Review the agency School Readiness Plan and revise goals as needed. Provide ongoing training to staff on implementation of School Readiness Goals.

- **Program Planning & Service System Design** - Enhance Policy Council training to include overview of the new performance standards, agency plans and SOPs, eligibility and enrollment, and ways that PC members can advocate for the program in the community.

- **Program Planning & Service System Design** - Update and revise Governing Board By-Laws; Recruit and train new Board Members.

- **Fiscal Management** - Include monthly updates of where the Administrative Costs are in regards to program expenditures.
Context for Self-Assessment
This year’s Self-Assessment was conducted throughout the week of February 5th-9th. Members of the management team lead groups of staff, Policy Council and Board members who were selected to participate from various centers representing a range of job knowledge and experience. The methodology included utilizing experienced Head Start employees assigned to teams that focused on various component areas and visited different sites from their home locations to gain a fresh perspective.

Self-Assessment team leaders examined summaries of data collected throughout the year from ongoing monitoring and tracking reports in all service areas as well as progress from the previous year Quality Improvement Plan from the federal monitoring review of Environmental Health and Safety of Facilities. Analyses of results were shared with teams to emphasize areas of focus for program improvement. Teams also reviewed current policies and conducted on-site observations using the newly issued sixth edition of the Self-Assessment Comprehensive Approach & Tool, CATscan, a publication of Training and Technical Assistance Services at Western Kentucky University. Analysis of observation results were used to determine if the objectives were in compliance with the standards.

Self-Assessment Team Members:

**SAFE ENVIRONMENTS / TRANSPORTATION SERVICES**
Team Leader – Mrs. Amanda Ramirez, Professional Development / Compliance Manager
- Mr. Ralph Mesa – Facilities/Transportation Manager
- Ms. Jerian Johnson – Assistant Transportation Manager
- Mrs. Debra Collins – Chaffin Site Manager
- Mrs. Robin Reeves – Early Head Start Coordinator

**HEALTH / NUTRITION SERVICES**
Team Leader – Mrs. Debbie Cernoch, Health and Nutrition Services Manager
- Mrs. Tonya Pyles – Arbor Terrace Site Manager
- Mrs. Phyliss Wetmore – Nutrition Assistant
- Mrs. Debbie Forbush – Family Advocate / Nurse, Monahans Head Start
- Mrs. Armida Tarin – Community Health Worker with Superior Health Plan

**ERSEA / PARENT, FAMILY, COMMUNITY ENGAGEMENT SERVICES**
Team Leader – Ms. Marian Allen, Family Engagement Manager
- Mrs. Lisa Torres – Family Advocate, Chaffin Head Start
- Mrs. Yvonne Anaya – Family Advocate, Chaffin Head Start
- Mrs. Teresa Serna – Family Advocate, Booth Head Start
ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE (ERSEA)
Team Leader - Mr. Hijinio Moreno, Associate Director ERSEA/PFCE Manager
- Mrs. Brenda Carrasco – Policy Council President
- Mrs. Meliza Castillo – Family Advocate, Whitiker Head Start
- Mrs. Angela Garcia – Policy Council Representative, Booth Head Start

DISABILITIES / MENTAL HEALTH SERVICES
Team Leader – Mrs. Melba Dominguez, Disabilities / Mental Health Manager
- Mrs. Alma Fuentes – Whitiker Site Manager
- Mrs. Irma Juarez – LVN, Chaffin Head Start
- Mrs. Tonya Pyles – Arbor Terrace Site Manager

EDUCATION SERVICES
Team Leader – Mrs. Joyce Tangen, Education Services Manager
- Mr. Bill Shipman – Booth Site Manager
- Mrs. Daphne Pugh – Executive Board of Directors, First Baptist Church Childcare Director
- Mrs. Pauline Davis – President, Executive Board of Directors
- Mrs. Martha Evaro – Member, Executive Board of Directors
- Mrs. Sylvia Mendoza – Ayers/Love Site Manager

FISCAL MANAGEMENT
Team Leader – Mrs. LeeAnn Unruh, Fiscal Manager
- Mrs. Frizella Whitiker - Treasurer, Executive Board of Directors
- Mr. Ron Kirby – Member, Executive Board of Directors
- Mrs. Pauline Davis – President, Executive Board of Directors

HUMAN RESOURCES MANAGEMENT
Team Leader – Mrs. Delma Lozano, HR Manager
- Mrs. Frizella Whitiker – Treasurer, Executive Board of Directors
- Mrs. Pauline Davis – President, Executive Board of Directors
- Mr. Ron Kirby – Member, Executive Board of Directors

PROGRAM PLANNING & GOVERNANCE
Team Leader – Mrs. Catriva Webbs, Executive Director & Mrs. LeeAnn Unruh, Fiscal Manager
- Available Policy Council Members
- Available Board Members
- Management Team
Self-Assessment Training / Site Visit Schedule

Tuesday, February 6, 2018
Self-Assessment Overview Training – All Team leaders and team members
Chaffin Head Start 10:00 a.m. – 12:00 p.m.

Tuesday, February 6, 2018 1:00-3:00

<table>
<thead>
<tr>
<th>ASSESSMENT TEAM</th>
<th>REVIEW SITE LOCATION</th>
<th>TIMES</th>
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<tr>
<td>SAFE ENVIRONMENTS / TRANSPORTATION</td>
<td>ELEVENTH STREET / WHITIKER</td>
<td>1:00 – 3:00</td>
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<tr>
<td>HEALTH / NUTRITION</td>
<td>BOOTH / MONAHANS</td>
<td>1:00 – 3:00</td>
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<tr>
<td>ERSEA / PFCE</td>
<td>PECOS</td>
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<td>EDUCATION</td>
<td>CHAFFIN / HOLLINGSWORTH ARBOR TERRACE</td>
<td>1:00 – 3:00</td>
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<td>DISABILITIES / M.H.</td>
<td>WHITIKER</td>
<td>1:00 – 3:00</td>
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<td>FISCAL / H.R.</td>
<td>ADMINISTRATIVE OFFICE</td>
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Thursday, February 8, 2018

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<tr>
<td>SAFE ENVIRONMENTS / TRANSPORTATION</td>
<td>CHAFFIN / HOLLINGSWORTH ARBOR TERRACE</td>
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<td>HEALTH / NUTRITION</td>
<td>ELEVENTH STREET / WHITIKER</td>
<td>8:00 – 2:00</td>
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<td>ERSEA / PFCE</td>
<td>BAUER</td>
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<td>FISCAL / H.R.</td>
<td>ADMINISTRATIVE OFFICE</td>
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Friday, February 9, 2018

All Team leaders and available team members
Self-Assessment Outcomes Review and Action Planning Session
Administrative Office 10:00 a.m. – 12:00 p.m.

February 12-16, 2018

Final Presentation of Annual Fiscal Audit / Fiscal Management Review
Program Planning and Governance Review
Administrative Office
## Section 2. Methodology

Included here is a timeline of actions in preparation for the Self-Assessment.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>11/13/2017</td>
<td>Management team meeting</td>
<td>• Developed SA plan with tasks and timelines.</td>
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<tr>
<td></td>
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<td>• Identified team leaders.</td>
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<td></td>
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<td>• Selection/Review of Assessment Tool (still pending updated version)</td>
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<tr>
<td>12/8/2017</td>
<td>Health Services Advisory Committee Meeting</td>
<td>• Discussion of upcoming SA process-tasks/timelines</td>
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<td>• Member recruitment-information collection</td>
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<td></td>
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<td>• “Save the Date” handouts with SA dates.</td>
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<tr>
<td>12/11/2017</td>
<td>Management team meeting</td>
<td>• Assessment tool review/updates to aligned monitoring system 2.0</td>
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<tr>
<td></td>
<td></td>
<td>• Identified potential internal/external team members</td>
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<tr>
<td>12/13/2017</td>
<td>Board Meeting</td>
<td>• Discussion of upcoming SA process and design.</td>
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<tr>
<td></td>
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<td>• Member recruitment-information collection</td>
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<tr>
<td></td>
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<td>• “Save the Date” handouts for SA dates.</td>
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<tr>
<td>12/21/2017</td>
<td>Policy Council Meeting</td>
<td>• Discussion of upcoming SA process and design.</td>
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<td>• Member recruitment-information collection</td>
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<td></td>
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<td>• “Save the Date” handouts for SA dates.</td>
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<tr>
<td>1/22/2018</td>
<td>Management Team Meeting</td>
<td>• Finalized internal/external team members to send official invites.</td>
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<tr>
<td>1/30/2018</td>
<td>Management Team Meeting</td>
<td>• Updates to SA tool</td>
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<td></td>
<td>• ECLKC- SA document review</td>
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<tr>
<td>2/5/2018</td>
<td>Management Team Meeting</td>
<td>• Final review of assessment tool.</td>
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<td></td>
<td></td>
<td>• Finalized subgroup members/schedule of site visits</td>
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<tr>
<td>2/6/2018</td>
<td>All Team leaders and team members including PC reps and Board reps.</td>
<td>• Self-Assessment Overview Training/ Intro to SA process, tool, and schedule.</td>
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<tr>
<td></td>
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<td>• Subgroup assignments</td>
</tr>
</tbody>
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Section 3. Key Insights

Report of progress in meeting goals and objectives; Strengths of the program

PROGRAM GOVERNANCE

✓ Composition of the governing body includes one member who is a CPA (fiscal/accounting expertise), one member whom is a licensed attorney, and three members who have background experience and expertise in early childhood education and development.

✓ Minutes from the Board meetings reflect active participation and monthly updates of ongoing monitoring results in all service areas, quarterly reports of progress towards School Readiness Goals, and updates twice a year based on CLASS observations. Decisions regarding expenditures and approval of operating budget is reflected in the documentation.

✓ The Policy Council minutes reflect active participation and regular attendance from all representatives of every center for monthly meetings. A quorum has been met at every meeting for the year being reviewed.

✓ Documentation shows active involvement from the Board and the Policy Council regarding changes to the GOPB program options to apply for conversion of Head Start enrollment to Early Head Start enrollment.

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE (ERSEA)

✓ The agency used the prior year Community Assessment to identify the need for Early Head Start services in the service areas. The community assessment is comprehensively updated on an annual basis, more often than required by performance standards.

✓ Ongoing monitoring of the Eligibility Selection Criteria being used to enroll children and generate waitlists discovered discrepancies which have been recently addressed. The program has responded by revising the eligibility criteria and point system used in Child Plus to more accurately reflect children with the highest needs and rank them accordingly in the software, eliminating room for human error. The new criteria will be used for Head Start and Early Head Start enrollment.

✓ The enrollment data shows Head Start has maintained funded enrollment with no vacancies existing beyond 30 days. As vacancies are identified, children are selected from the waitlist according to ranking. Healthy size waitlists have been maintained for each center.

✓ Review of data for enrolled children with disabilities shows 10% requirement was met for 2016-2017; program is on track to meet 10% requirement by year end 2017-2018.

✓ Children with perfect attendance are recognized monthly.
✓ Policies have been updated to include exclusion of suspension/expulsion practices as required by the new standards.

EDUCATION AND CHILD DEVELOPMENT PROGRAM SERVICES
✓ Most all classrooms have at least one teaching staff member who is bilingual and able to communicate with children whose home language is Spanish.
✓ The agency has several CLASS certified observers who are able to observe classrooms outside of their own centers. CLASS observations occur twice a year, Fall and Spring. Goals were established for each teaching team based on the results of the observations to improve scores for any areas that were low.
✓ The agency purchased a new curriculum, Creative Curriculum, 5th Edition, which includes everything teachers need to create high-quality learning environments and develop best practices. Daily resources help teachers plan and manage every moment of their day. Teaching staff have received ongoing training since implementation.
✓ Data indicates observations are being entered into TSGold on a more regular basis than in previous years. Teachers are trained on how to use ongoing observations to assess children’s growth and individualize activities based on data being recorded.
✓ Lesson plans reflect alternative quiet learning activities for children who do not nap are being planned for according to new regulation requirements.

HEALTH PROGRAM SERVICES
✓ There are licensed nurses or nurse aides on staff at each center who are knowledgeable in using the Child Plus software system to track health status according to EPSDT schedule. They use monthly reports to ensure all children remain current and send notifications to families of upcoming health events that need to be scheduled to keep their child up-to-date. Follow-ups appointments are tracked for issues or concerns that have been identified by a provider and the nursing staff remain in constant contact with families about treatment plans.
✓ The program contracts with a Registered Dietician to develop 30-day cycle menus that are varied for Spring and Winter. The RD meets with staff and families to individualize menu variations for children who have allergies or special needs that require modifications.
✓ The program has developed a listing of “Healthy Snacks” that are given to all families. The approved snacks are nutritional alternatives from cupcakes, chips, cookies, etc., for parents who wish to bring snacks to the classrooms for celebrations. The focus is to model healthy options for children and families.
✓ Claims for USDA reimbursement of nutrition services are submitted monthly and point-of-service meal counts are completed accurately according to regulations.
✓ The program has established a Mental Wellness cohort for the purpose of implementing program-wide mental wellness activities for staff, children and
families. Participation in wellness activities is encouraged and sign-in sheets are available at all centers with ideas for 15-minute mental wellness activities that staff and parents can integrate into their daily schedule. Incentive prizes are awarded quarterly for participants.

- The program contracts with a Mental Health consultant to provide services to staff and families in a timely and effective manner. Each classroom receives two mental wellness observations per year by the consultant.
- Results from ongoing monitoring shows the program has a system for ensuring environments are safe and healthy for children and as issues are identified, they are addressed in a timely manner.

**FAMILY AND COMMUNITY ENGAGEMENT PROGRAM SERVICES**

- The new Family Outcomes Assessment was integrated into Child Plus this school year to track development and progress of family goals that align to the Head Start Parent, Family, Community Engagement Framework. The Family Engagement Manager is able to pull more data from Child Plus software that relates to family outcomes.
- All families are given various opportunities to participate in the program by volunteering and/or serving in leadership roles within the center level parent committees as well as Policy Council members and alternatives. Documentation shows a great deal of In-Kind is generated through volunteer services.
- The Family Handbook and Community Resource Directory are both available on the agency website for families to access.
- In an effort to alleviate the caseload for Family Advocates, the teachers were utilized to help establish the Family Partnership Agreement and goal-setting process with families in their classrooms.

**ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES**

- To ensure children on an IEP are receiving therapy/services according to schedule, the program provides transportation to and from children’s therapy appointments at the LEAs when services cannot feasibly be provided at the Head Start center.
- MOUs are in place with all of the LEAs in the service areas and referrals are made for children who are determined at risk according to screenings.
- The agency has a written Disability Service Plan that is reviewed and updated annually.
- Program staff attend IEP meetings and actively participate in developing goals for the child.

**TRANSITION SERVICES**

- Data is not yet available for Early Head Start transition services.
The program conducts transition activities throughout the year to prepare children and families for the transition into Kindergarten.

**SERVICES TO ENROLLED PREGNANT WOMEN**
- Data is not yet available for Early Head Start and services to enrolled pregnant women.

**HUMAN RESOURCES MANAGEMENT**
- Employee files are well organized and easy to follow.
- New hires and regular volunteers must have a thorough background check including FBI fingerprinting and drug testing on file before being placed in a center to work. (Regulations say up to 90 days)
- Employee background checks are renewed once every 2 years; more stringent than the performance standard requirement of once every 5 years.

**PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT**
- The program managers use data to give regular monthly updates to the governing board and policy council of how the program is performing in the delivery of educational, health and safety, nutritional, and family and community engagement program services.
- The program uses CLASS observations and TSGold assessment data to guide professional development decisions that will direct continuous improvement efforts in curriculum implementation and teaching practices.
- The program updated all written plans, policies and procedures, agency forms, and curriculum to implement and align to new performance standards.

**FINANCIAL / ADMINISTRATIVE / FACILITIES REQUIREMENTS**
- The agency generates and exceeds the required 20 percent of non-federal share.
- Administrative costs for 2016-2017 year were well below the threshold at 7.8%.
- Financial audits show no instances of non-compliance.
- Review of financial records and contracts for renovations show Davis-Bacon requirements are being verified through certified payroll reports submitted by the contractors.

**PROTECTIONS FOR THE PRIVACY OF CHILD RECORDS**
- Child files are kept in locked cabinets at each location and are only accessible by staff who are providing direct services to the child/family. (e.g., Family Advocates, Teachers.)
- The electronic files in Child Plus are only accessible to staff who are providing direct services and user security has been set up for multiple levels throughout the organization.
TRANSPORTATION
✓ The program purchased new child restraint seats to replace old ones and to ensure there are extra seats on hand if needed.
✓ The program has a total of 13 buses including a bus equipped with an ADA wheelchair accessible lift.
Areas for improvement; Concerns; Systemic Issues:

**PROGRAM GOVERNANCE**
- Governing Board and Policy Council By-Laws need updated.
- The Policy Council is composed of members who are all current parents. There are no members of the Policy Council that are representatives of the community at large, or past parents of formerly enrolled children.
- Attendance for Parent Committee meetings held at each center shows low turnout in relation to the number of families enrolled.
- Documentation of the parent committee meetings does not consistently reflect the minimum responsibilities outlined in regulations:
  - Advise staff in developing and implementing local program policies, activities, and services to meet the needs of children and families;
  - Process for communication with the Policy Council
  - Participate in the recruitment/screening of employees
- Documentation of governing body & policy council training does not reflect all members received the required training on eligibility that included all aspects.
  - Policies do not reflect how often training will be provided after the initial training.
- The agency does not have written impasse procedures between Board and Policy Council.

**ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE (ERSEA)**
- Eligibility training documentation does not reflect all required aspects:
  - Methods on how to collect complete and accurate eligibility information from families and third party sources;
  - Strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy;
  - Program policies that describe actions taken against anyone who attempts to provide or intentionally provide false information;
- New staff that will be determining eligibility for enrollment need to be trained within 90 days of hire, and policies need to include how often training will be provided after the initial training.
- Review of attendance records shows low attendance in consecutive months, however, further analysis determined most absences were due to illness/flu.
- Current enrollment of children with disabilities does not meet 10% due to timing of the evaluation process by the LEAs. Children who have been referred are still waiting for or in the evaluation process
EDUCATION AND CHILD DEVELOPMENT PROGRAM SERVICES
- Teaching staff are still adapting to changes made to the curriculum, lesson plan development, documentation of observations, individualizing activities, and classroom design. Ongoing observations show inconsistencies in changes being made to materials in interest centers, lesson planning and individualizing.
- The program does not have a specific system in place for monitoring curriculum implementation and fidelity and continuous improvement of implementation.
- Records showed 45 day requirements for screening (ASQ-developmental) were not met for some children.
- Records show that some families who enroll after the beginning of the year are not receiving the required 2 home visits and 2 parent teacher conferences per year.

HEALTH PROGRAM SERVICES
- Health forms and communication with parents are not available in other languages to ensure understanding.
- Meetings are scheduled to provide required health and nutrition education opportunities, but records show low attendance by parents.
- The Mental Health consultant provides an overview report of his classroom observations to the mental health manager, the reports do not include recommendations he makes to address teacher and individual child needs or strategies to improve classroom management and teacher practices or addressing children with challenging behaviors.
- The referral process for mental health concerns is not consistently understood or being tracked in Child Plus software.
- The Mental Wellness program has low level of participation.
- The agency does not have a schedule of preventative maintenance for the facilities. (documentation)
- The agency does not have a consistent schedule for cleaning/sanitation of equipment and materials. (documentation)
- Kitchens are not included in the health and safety monitoring checklist.
- The work order system is not being implemented at the time of the health and safety monitoring.

FAMILY AND COMMUNITY ENGAGEMENT PROGRAM SERVICES
- Coordination with other programs and systems: The program does not participate in the state Quality Rating and Improvement System (Texas Rising Star) as required by new performance standards.
- Documentation shows a limited number of community partnerships that demonstrate the program has ongoing collaborative relationships with other agencies that cover all of the required elements from the performance standards.
Data collection from parent satisfaction surveys is low relative to the number of enrolled families.

There is an inconsistency in recording data into Child Plus for family outcomes indicating a need for further Child Plus training to promote thorough understanding.

The process for coordinating efforts between Family Advocates and Teachers in establishing Family Partnership Agreements and setting goals with families was not consistent due to lack of experience and knowledge of the Teachers. This resulted in Family Advocates redoing much of the process.

Documents used with families including the Family Needs Assessment, Family Partnership Agreements, and Community Resource Handbooks are not translated into other languages (Spanish).

**ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES**

- Teachers are not consistently implementing IEP goals into weekly individualized plans. Teachers are not consistent in planning activities to help children progress in meeting goals.

- The agency does not have a current collaborative agreement in place with the Permian Basin Rehab Center (PBRC) to coordinate services for children with special needs.

**TRANSITION SERVICES**

- There are not written transition plans, policies and procedures for the process of planning transitions for Early Head Start children.

**SERVICES TO ENROLLED PREGNANT WOMEN**

- There are not written plans, policies and procedures, process for collecting data and providing services to enrolled pregnant women/expectant families.

**HUMAN RESOURCES MANAGEMENT**

- Background checks for consultants have not been implemented.

- Standards of conduct for all staff, volunteers, consultants, and contractors that include all the required aspects of performance standard 1302.90(c) need to be updated and included in files.

- EHS teachers must have a minimum of CDA or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development. When the program is ready to hire EHS teachers, there will need to be waivers for staff not meeting this qualification.
PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT
✓ The program does not have written procedures on data management that have been approved by the governing body and policy council.
✓ Annual program reports have not been published on the agency website/made available to the public for 2016-2017 program year.

FINANCIAL / ADMINISTRATIVE / FACILITIES REQUIREMENTS
✓ The program did not receive prior approval before allocating costs to purchase the 11th Street property to the budget. A Notice of Federal Interest has not been filed for 11th Street property.
✓ SF-429A Real Property Status Report was not filed for 2016-2017 year.
✓ The agency has not taken a physical inventory count of grant funded property and equipment in over two years.

PROTECTIONS FOR THE PRIVACY OF CHILD RECORDS
✓ Policies and procedures related to the protection, confidentiality and disclosure of any personally identifiable information (PII) in child and family records need to be written and approved by the board.
✓ Community partnership agreements need to include written procedures to protect PII.
✓ The Parent Handbook does not include parent rights and procedures to inspect their child’s records, amend records, right to request a hearing to challenge information in the child record, rights to copy of record.

TRANSPORTATION
✓ The agency does not have a qualified driver to provide transportation services in Big Spring and public transportation is not available in the area.
✓ There is currently only one state licensed location that is qualified to conduct the required annual safety inspection of the buses, and they are not able to conduct inspections for program buses in a timely manner.
✓ The program must ensure the annual evaluation of each driver includes an on-board observation of road performance.
✓ Annual refresher for bus drivers must include: classroom instruction and behind-the-wheel instruction to enable the driver to operate the vehicle in a safe and efficient manner, to safely run a fixed route, to administer basic first aid in case of injury, and to handle emergency situations, including vehicle evacuation, operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints, conduct routine maintenance and safety checks of the vehicle, and maintain accurate records as necessary. (1303.72(d)(2)(i)).
✓ Bus monitor training logs must include all required aspects (1303.72(e)).
### Section 4. Recommendations

These recommendations encompass the categories of progress on goals and objectives, systemic issues, and/or innovations.

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| Governing Board By-Laws Policy Council By-Laws 1301.6 | Program Governance | • Update and revise By-Laws  
• Include written Impasse Procedures for board and PC.  
• Recruit and train new Board and PC members on roles/responsibilities | Oct. 1, 2018 | Board of Directors Executive Director Assoc. Dir/ERSEA |
| Membership of the Policy Council 1301.3(b) | Program Governance | • Recruit community members and/or past parents for the upcoming year. | Oct. 1, 2018 | Assoc. Dir/ERSEA Site Managers |
| Board / PC Eligibility Training 1302.12(m) | Program Governance | • Update policy and procedures/By-Laws to include eligibility training within 90 days of seating and then quarterly refresher trainings.  
• Create training agenda to include specific topics.  
• Include handouts in documentation of training. | Oct. 1, 2018 | Assoc. Dir/ERSEA |
| Low attendance for Parent Committee meetings; Health and nutrition trainings | Program Governance | • Engage Site Managers in ways to boost attendance  
| Parent Committee Meeting- required documentation 1301.4(b) | Program Governance | • Create a template agenda that will be used to conduct Parent committee meetings.  
• Create a template for parent committee meeting minutes that include topics. | Aug. 1, 2018 | Family Engagement Mgr. |
| Eligibility Training – staff required elements 1302.12(m) | ERSEA | • Update eligibility training agenda to include all required elements.  
• Include handouts in documentation of training. | Aug. 1, 2018 | Assoc. Dir/ERSEA |
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<td>Attendance falling below 85% 1302.16(b)</td>
<td>ERSEA</td>
<td>• Work with each site to create procedures for action to take when attendance falls below 85%.</td>
<td>Aug. 1, 2018</td>
<td>Assoc. Dir/ERSEA</td>
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</table>
| Disability Enrollment-Below 10% 1302.14(b)(1)(2) | ERSEA | • Include visits to local agencies that provide services for disabilities in recruitment activities.  
• Train staff and parents to understand the referral/evaluation process and timeline.  
• Continue to communicate with the LEAs and parents during the IDEA determination process. | May 1, 2018 | Assoc. Dir/ERSEA Dis/MH Mgr. |
| Teaching staff adjusting to many changes | Education & Child Development Program Services | • Create new position and hire Education Specialist to support Ed. Mgr., Site Mgrs. and teaching staff.  
• Continue to support staff implementing changes through trainings and one-on-one support. | May 1, 2018 | HR Mgr. Ed. Mgr. Site Managers |
| System to monitor curriculum implementation and fidelity 1302.32(a)(2) | Education & Child Development Program Services | • Implement the training tool TSGold – Fidelity Tool for Administrators and teachers  
• Complete tool at beginning of program year.  
• Develop professional development based on results. | May 1, 2018 | Ed. Mgr. Ed. Specialist Site Managers |
| 45-day timeline for completing developmental screenings 1302.33(a)(1) | Education & Child Development Program Services | • Train Site Managers on using Child Plus, report #3035 to monitor | Aug. 1, 2018 | Ed. Mgr. Ed. Specialist Site Managers |
| Home Visits / Parent-Teacher Conferences 1302.34(b)(3)(7) | Education & Child Development Program Services | • Update to SOP for Home Visits and PC Conferences to include process for late enrollees.  
• Train staff  
• Utilize Child Plus, report #2501 to monitor | Aug. 1, 2018 | Ed. Mgr. Ed. Specialist Site Managers |
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| Forms provided in other languages including Health, FPAs, Family needs assessment, Community Resource handbooks 1302.41(a) | Health Program Services                        | • Contact local agencies to secure translation services.  
• Translate the forms into other languages as needed, with an immediate need for Spanish forms. | Aug. 1, 2018 | Assoc. Dir/ERSEA & FCP  
Health/Nut. Mgr.                                           |
| Mental Health Consultations/Reports 1302.45(b)(1-6)                                              | Health Program Services                        | • Ensure MH consultant contract includes responsibilities and thorough understanding  
• MH consultant will revise reports to include recommendations made to staff. | Aug. 1, 2018 | MH/Dis. Mgr.                                            |
| Process for Mental Health Referrals 1302.45(b)(1-6)                                               | Health Program Services                        | • Train staff to understand the referral process and procedures.  
• Update SOPs for MH referral procedures.  
| Staff and Parent participation in Mental wellness activities 1302.45(b)(5)                         | Health Program Services                        | • Develop new incentives for participation.                                                | Aug. 1, 2018 | Mental Wellness Cohort                                  |
| Preventative maintenance schedule for facilities 1302.47(b)(1)(ix)                              | Health Program Services                        | • Develop a schedule of preventative maintenance for facilities to inspect quarterly | Aug. 1, 2018 | Compliance Mgr.  
Facilities Mgr.                                             |
| Cleaning/Sanitation schedule for equipment and materials 1302.47(b)(2)(i)                        | Health Program Services                        | • Develop a cleaning/sanitation schedule that will be used program-wide for consistency. | Aug. 1, 2018 | Compliance Mgr.  
Ed. Mgr.  
Site Managers                                             |
<p>|                                                                                                 | Safety Practices                               |                                                                                                |             |                                                       |
|                                                                                                 |                                               |                                                                                                |             |                                                       |
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| Health & Safety monitoring 1302.47(a) | Health Program Services | • Condense and revise daily Health & Safety checklist to include kitchens and playgrounds.  
• Train staff on using the checklists to ensure safety  
• Train staff on Health & Safety monitoring team-steps to initiate a work order as issues are identified | Aug. 1, 2018 | Compliance Mgr. |
| Participation in Texas QRIS (Texas Rising Star) 1302.53(b)(2) | Family and Community Engagement | • Continue to monitor the progress of QRIS system for State of Texas to ensure Head Start is included at first availability. | Aug. 1, 2018 (ongoing) | Assoc. Dir Ed. Mgr. |
| Community Partnerships 1302.53(a)(2) | Family and Community Engagement | • Revise partnership template to include collaborative relationship expectations  
• Include written procedures for protection of PII  
• Establish partnerships with agencies representing required elements. | Aug. 1, 2018 | Assoc. Dir. |
| Parent Satisfaction Survey 1302.50(a) | Family and Community Engagement | • Develop process to survey electronically through text app in Child Plus or electronic survey format.  
• Train center staff for inputting correct phone numbers/emails from families.  
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| Consistency of Child Plus data entry for Family Outcomes 1302.50(a) | Family and Community Engagement | • More training for staff responsible for inputting data about Family Outcomes.  
• Continued training for staff initiating Family Partnership agreements and goal setting with families. | Aug. 1, 2018 | Family Engagement Mgr. |
| Implementation of IEP goals 1302.61(a) | Additional Services to children with Disabilities | • Follow-up training needed for individualizing goals from the IEP into weekly plans.  
• Monitoring implementation of IEP goals through TSGold.  
• Implement training on recording observations connected to IEP goals. | Aug. 1, 2018 | MH/Dis. Mgr.  
Ed. Mgr.  
Site Managers |
| Collaborations with special services providers 1302.62(a)(2) | Additional Services to children with Disabilities | • Initiate meetings with PBRC and ORMC to establish collaborative agreements.  
• Ensure collaborative agreements include coordinated services for children with special needs. | June 1, 2018 | MH/Dis. Mgr. |
| Transition plans for EHS 1302.70(a) | Transition Services | • Create written plan for transition strategies and practices.  
• Create operating procedures  
• Train staff | Aug. 1, 2018 | EHS Coordinator |
| Written plans, policies & procedures, process for data collection for EHS | All component areas for EHS and Services to Pregnant Women | • Create written plans for coordination of services  
• Create operating procedures  
• Train staff | Aug. 1, 2018 | EHS Coordinator |
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| Background checks for consultants 1302.90(b)(5) | Human Resources | • Include requirement for background checks into consultant contracts  
• Conduct complete background check for Nutrition and MH Consultant | Aug. 1, 2018 | HR Manager  
Health/Nutrition Mgr.  
| Standards of conduct for staff, volunteers, consultants and contractors 1302.90(c) | Human Resources | • Update consultant contracts to include Standards of conduct.  
• Complete refresher training during Pre-Service of Standards of conduct. | Aug. 1, 2018 | HR Manager |
| EHS teacher qualifications 1302.91(e)(1) | Human Resources | • Recruit and hire staff that meet qualifications when possible.  
• Apply for waivers for teachers who do not meet qualifications.  
• Implement training plan for new staff to attain required qualifications | Aug. 1, 2018 | HR Manager  
Proff. Dev. Mgr.  
EHS Coordinator |
| Written procedures for data management- approval by Board and PC 1302.101(b)(4) | Program Management and Quality Improvement | • Create written procedures for Data Management practices.  
• Present draft to Board for approval.  
• Present to PC for approval | Aug. 1, 2018 | All Managers  
Executive Dir.  
Governing Board |
| Annual program reports 1302.102(d)(2) | Program Management and Quality Improvement | • Update annual written report and post to webpage.  
• Make copy available at each site. | June 1, 2018 | Assoc. Dir. |
| Prior approval for purchase of 11th Street Property-Notice of Federal Interest 1303.41 1303.46 | Facilities | • Obtain final approval from Regional office for 11th St. property purchase  
• File a Notice of Federal Interest | Immediately | Executive Dir.  
Fiscal Mgr. |
<p>| SF-429A Real Property Status Reports | Facilities Fiscal Management | • File required SF-429A reports | June 1, 2018 | Fiscal Mgr. |</p>
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| Physical inventory count of grant funded equipment | Fiscal Management | • Conduct a physical count of grant funded equipment.  
• Take pictures for updates to inventory file. | June 1, 2018 | Fiscal Mgr. |
| Written procedures for protection of PII and disclosure of PII 1303.20 1303.22 | Protections for the Privacy of Child Records | • Update operating procedures to include process to protect and disclose any personally identifiable information (PII) in child records.  
• Train staff  
• Train parents during orientation | Aug. 1, 2018 | All Managers |
| Parent rights and procedures to inspect their child’s records 1303.23 | Protections for the Privacy of Child Records | • Update parent handbook to include parent rights to inspect records.  
• Include in parent orientation | Aug. 1, 2018 | Assoc. Dir./ERSEA & PFCE |
| Transportation services in Big Spring 1303.70(b)(1) | Transportation | • Continue recruitment efforts to locate qualified staff to drive bus in Big Spring.  
• Include transportation disclaimer into recruitment announcements until a driver is hired. | June 1, 2018 | HR Manager Assoc. Dir./ERSEA & PFCE |
| Annual safety inspection of buses 1303.71(e)(2)(i) | Transportation | • Locate an additional state licensed inspection station to conduct the annual inspections of the buses. | June 1, 2018 | Facilities/Trans. Mgr. Compliance Mgr. |
| Annual bus driver evaluations 1303.72(d)(3) | Transportation | • Conduct annual evaluations of drivers that include an on-board observation of road performance | June 1, 2018 | HR Manager Facilities/Trans. Mgr. |
| Bus driver annual refresher training 1303.72(d)(2)(i-iii) | Transportation | • Create a training agenda for initial and annual training that includes all required topics.  
• Train staff | Aug. 1, 2018 | Facilities/Trans. Mgr. |
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<td>Bus monitor training logs</td>
<td>Transportation</td>
<td>• Create a training agenda for initial and annual training that includes all required topics for bus monitors</td>
<td>June 1, 2018</td>
<td>Facilities/Trans. Mgr. Asst. Trans. Mgr.</td>
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<td>1303.72(d)(3)(e)</td>
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<tr>
<td>Safety training for children</td>
<td>Transportation</td>
<td>• Provide bus safety training on lesson plans once a month</td>
<td>Aug. 1, 2018</td>
<td>Ed. Mgr. Site Managers</td>
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<td>receiving transportation services</td>
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<td>1303.74(a)</td>
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APPROVAL OF 2017-2018 HEAD START SELF-ASSESSMENT

GREATER OPPORTUNITIES OF THE PERMIAN BASIN, INC., HEAD START AND EARLY HEAD START SCHOOL READINESS ACADEMY

By signing below, we approve the 2017-2018 Self-Assessment summary of findings and improvement plans.

The information in this report will be used in future planning and goal setting for GOPB, Inc. Head Start and Early Head Start School Readiness Academy.

________________________________________
PRESIDENT, BOARD OF DIRECTORS

________________________________________
PRESIDENT, POLICY COUNCIL

DATE

DATE