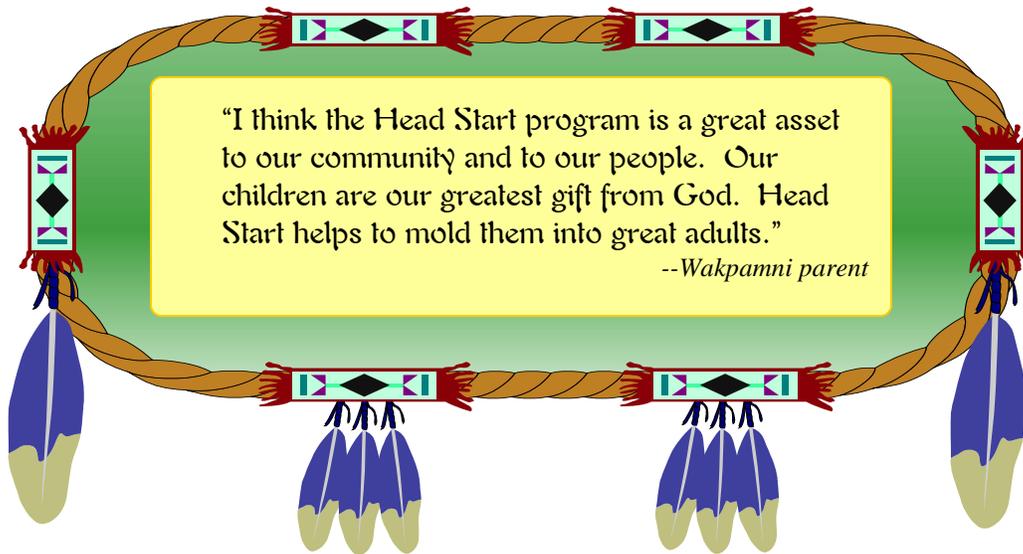


# OLC Head Start/Early Head Start Program Self Assessment 2008-09



## Stage One - Preparing

### ***Background:***

The Oglala Lakota College (OLC) was awarded the grant to provide services to children and families on the Pine Ridge Reservation in the fall of 2005. To get services to children as early as possible from receiving the grant award, the program began opening centers throughout the Reservation between late October and November of 2005. The program received training in Self Assessment by their Local Specialist in February 2006, completed a Self Assessment in 2007 and this will serve as the 2008/09 Self Assessment.

The process began in March and observations and surveys were completed in May. These were compiled, reviewed and analyzed to determine the strengths, needs and plans for improvement. Parents, staff, managers, district College Directors and Policy Council was invited to participate in the process and in many cases parents contributed through not only their responding to their questions on the Parent Guardian survey, but also conducted observations on the bus runs or classrooms. The program conducts a process similar to that of the Federal monitoring team: Observation, Review of documentation and interview of key individuals (parents and staff). The results are compiled into this narrative report, but the individual results are maintained in the Self Assessment binder with the original documentation submitted by parties involved in the Self Assessment.

### ***Adapting the self-assessment toolkit:***

Below is a list of resources and partners that have assisting with the assessment activities in the first year.

- **2009 Monitoring Protocol.** Observation forms were developed from the Monitoring Protocol questions for Transportation Services and Classroom Observations. All EHS buses were observed. 50% of 6 centers of the 12 centers were observed for Head Start transportation.

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- **Foundations of Excellence OHS Self Assessment Toolkit.** Observations forms were taken from the Self Assessment Foundations of Excellence materials for the classroom observations of both HS and EHS. Classrooms were observed in seven main categories. All EHS Classrooms were observed and 9 or 35% of the HS classrooms were assessed.
- **Indian Health Services/Model Tribal Health Code.** The Pine Ridge Service unit, Division of Environmental Health Services and Office of Environmental Health and Engineering conducts annual health and safety inspections, as well as food service surveys. Comprehensive reports are conducted annually in Facility Survey and Food Inspection Survey at all of the 12 preschools sites and 5 Early Head Start sites. These reports highlight the non-compliance violations and the critical violations. The findings were compiled and results included in this report. These reports and updates for completion of needed compliance issues are maintained in the OLC HS Director's office in the Vocational Education building at Piya Wiconi).
- **USDA Monitoring Reports and Audits.** Food Service - Monitoring Reports for operation of the Child and Adult Nutrition Program (Original monitoring reports are maintained by the Nutrition Manager at the OLC main administrative office).
- **Federal Monitoring Review** – The program received a blue certificate following the 2008 follow up visit with WJ Strickland of OHS. All non-compliance issues were corrected and documented at the September 2008 visit.
- **Risk Management Meeting** – On January 21, 2009, the grantee, OHS and AIAN conducted the annual RMM call; the following are the resulting tasks and assignments with follow up conducted in the subsequent months.
  - RMM Task 1: A Geographic map and layout of the area is needed to see if Region 8 and the OLC area are overlapping (*assigned to OHS. This has not been confirmed as completed by Nina McFadden. Contact has been made with Program Specialist Donald Wyatt on several occasions*)
  - RMM Task 2: Conference call with the grantee and TA to discuss getting full enrollment for Head Start and Early Head Start. (*assigned to AIAN-TAN Laura Syron. Meeting was held and in regards to Qualified Teachers, shortage of bus drivers, and the outdated busses and inadequate facilities. OLC requires all staff to pass FBI background checks and random testing, due to these requirements staff are released from their positions or individuals do not complete the application process. OLC has utilized the college resources to fund the renovation and construction of the HS/EHS buildings. Busses are being purchased every year with the approval of the grantor. An email was sent to B. Richmond from R. Kindred but no information has been sent as of April 28, 2009. (attached email)*)
  - RMM Task 3: Grantee contact information is to be update in the Head Start Enterprise System. *Assigned Donald Wyatt. Completed on January 30, 2009 and updated as of April 29, 2009.*
  - RMM Task 4: Submission of "Use or Lose" Leave Policy. *Assigned to Grantee: Completed on January 21, 2009.*
  - Submission of policy council and governing body members with contact information. *Assigned to Grantee: Completed on April 29, 2009.*

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- **Grant Goals and Objectives** – Grant goals and objectives are assessed each year by the content area manager and updates are provided in each grant application as a way to monitor and report progress to this findings on a regular basis to OHS and define areas to improve towards the goals and objectives of each manager.

## **Stage Two - Engaging**

As mentioned earlier, all staff received orientation using the federal monitoring system at that time during the 2006 school year and included materials and interview protocols from the Self Assessment Guide (HS Self Assessment: Your Foundation for Building Program Excellence) developed by the Office of Head Start. The Local specialist assigned to OLC HS through the American Indian Technical Assistance Network (AITAN) conducted the overview and the OHS Self Assessment toolkit (a copy of the report is included in the Self Assessment binder appendices). Following a turnover in directors for the OLC Head Start, prompted an additional orientation for the management team and the new director, as well as the College Directors the following year.

In 2009, an additional training was scheduled with the new local specialist assigned to the North and South grantees through AED, but the program was contacted at the end of May, that their local specialist would be resigning from his position and unable to provide the orientation. Although the program did not orient the team, most of the staff that received the orientation in 2006 was still employed with the program and the process continued.

**2009 Monitoring Protocol.** The following documents were specifically created with each content area in mind to solicit the most results from both staff and parents. Monitoring Questions were extracted from all 11 sections of the Office of Head Start Monitoring Protocol 2009 (February 27, 2009) and surveys were developed for different groups of individuals to complete and return to the administrative offices or their immediate supervisors.

- **Family Services** – These surveys were distributed to the Family Service advocates working within each district and center assigned to them. These surveys were returned to the Family Coordinator, compiled and reviewed.
- **Preschool Teachers** – All preschool teachers, as well as their teacher assistants were asked to complete the survey and return to Education Coordinator (56 completed)
- **Infant / Toddler Teachers and staff** – All I/T teachers and caregivers were asked to complete the survey and return to Education Coordinator, compiled and reviewed (34 completed).
- **Transportation** – All bus drivers were provided a survey to complete and return to the transportation manager to compile and review.
- **Food Services** – All EHS and HS food service staff were provide a survey to complete and return to the nutrition manager to compile and review.
- **Parent Guardian** - All parents and guardians of the EHS and HS programs had an opportunity during the Self Assessment process to complete and return a Parent/Guardian Survey. These were completed and returned to Jackie for compilation and review. Almost 100 surveys were completed by HS and EHS parents!

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## **Stage Three – Analyzing Results**

Each manager overseeing the particular area (Education, Disability, etc) was asked to review the compiled results and answer the following questions:

1. List at least two strengths you can pull out from the collective responses of the staff
2. List at least two areas of improvement you can pull out from the collective responses of the staff?
3. Are there any professional development topics that need to be addressed to support staff as a result of their responses?
4. Were there any responses that you feel might necessitate a policy or procedure modification or development? If so, please explain.

### **HEALTH SERVICES**

Strengths:

- o The HSAC committee has been active and increased membership including a pediatrician, representatives from the dental community and diabetes prevention. Regular meetings are conducted with the committee.

Areas for improvement:

- o 2007-08 PIR – 132 children or 28% are listed as overweight.

Professional development:

- o Staff need training on promoting physical development and supporting other learning areas given the amount of children listed as overweight.

Policy and Procedures:

- o Lesson plans and classroom observations should include review of the current practices of classroom staff engaging children in intentional physical activities.

### **NUTRITIONAL SERVICES**

*USDA/Child and Adult Nutrition Services, State of South Dakota.* As part of the contract with USDA, and in addition to the food surveys conducted by I.H.S., regular monitoring visits are conducted to assess the food service activities at each of the centers sponsored by the OLC Head Start program. The CANS program forwarded a letter to the college notifying their compliance with USDA and the reimbursement program. The program was placed on the regular schedule after their recent review. There is no further need to assess the program on an annual basis. The nutrition manager and assistant provide regular monitoring visits to each kitchen as defined in the USDA Food service rules. The Nutrition Manager in the administrative building at Piya Wiconi maintains the copies of the actual monitoring reports.

Strengths:

- o Documenting meals served, filling out production records, following approved menu. Making sure all components are served.
- o Ensure that appropriate snacks and meals are provided by following the 6-week cycle menu that is provided. A licensed nutritionist approves menus.

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Areas of improvement:

- o Do two evaluations per year, midpoint and at the end of the year.
- o Knowledge of Federal regulations (site employees)

Professional development:

- o More training on special menus and working with children with disabilities
- o Yes, Involve the cooks when training is offered to Teachers on Disabilities/Special needs. Also to cross train the cooks HS & EHS so they are all knowledgeable in both areas of cooking. Training on Children with allergies.

Policy and Procedures:

- o Not at this time.

## SAFE ENVIRONMENTS

Each year, the Pine Ridge Service Unit of Indian Health Service conducts inspections and surveys on the facilities and food service of the Head Start and Early Head Start centers throughout the nine districts on the Reservation. Joe Amiotte, Supervisory Sanitarian, submitted a letter with attached surveys to OLC on May 7, 2009. The following code and standards are used in the surveys: The Food and Drug Administrations 2001 Food Code, The national Fire Protection Associations Life Safety Code and the Model Tribal Health Start Health and Safety Code.

The comprehensive environmental health survey report identifies health and safety concerns at the Head Start/EHS facility. The surveys are conducted in accordance with the Model Tribal Head Start Health and Safety Code. All critical findings are listed and should receive priority attention for correction. Non-critical health and safety concerns are important and a comprehensive schedule of correction should be developed by the Head Start staff to gain compliance with the Code.

The food establishment survey report is the local environmental health program document regarding compliance of the established with FDA requirements. The goal of the report is to clearly, concisely, and fairly present the compliance status of the establishment and to convey compliance information to the permit holder or person in charge at the conclusion of the survey. The Food Establishment Survey Report forms is provided as a guide for use during routine, follow up and investigative survey.

Food Survey results: The number of critical violations has been reduced from 6 in the 2005-06 surveys to 1 in the 2007-08 surveys.

### **IHS Food Survey Deficiencies**

Center:	2005-2006		2006-2007		2007-2008	
	Critical	Non-Critical	Critical	Non-Critical	Critical	Non-Critical
Allen HS I			0	2	0	2
Kyle EHS			0	1	0	2
Kyle HS I & II	0	4	0	2	0	1
Manderson Early HS	1	1	2	2	0	2

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Manderson HS I & II	1	4	2	2	0	1
Martin HS I & II	0	2	0	2	0	2
Oglala Early HS	2	4	0	1	0	7
Oglala HS I & II	1	2	1	0	0	1
Pine Ridge Early Head Start			0	3	0	4
Pine Ridge I - IX			0	4	0	6
Porcupine EHS	0	1			1	5
Porcupine HS	1	0			0	3
Red Shirt HS I			0	0	0	1
Wakpamni HS	0	3	0	1	0	1
Wanblee I & II			0	4		
Wounded Knee HS I & II	0	1	0	0	0	0
<b>TOTALS</b>	<b>6</b>	<b>22</b>	<b>5</b>	<b>24</b>	<b>1</b>	<b>38</b>

Environmental Survey results: The number of critical violations went from 136 in the 2005-06 reports to 20 critical violations. The number of non-critical citations were reduced from 524 in 2005-06 to 64 in 2007-08. In speaking with Joe Amiotte, the sanitarian he is highlighting the programs reduction in their facility and food service surveys in a training scheduled in August through the Northwest Indian Head Start Coalition. The center with the largest number of violations have seen the most significant decrease in critical violations. Pine ridge had 281 non-critical and 80 critical violations in 2005-06; in the 2007-08 report, they had 6 non-critical and only 3 critical.

## IHS Facility Survey Comparison Deficiencies

Centers	2005-2006		2006-2007		2007-2008	
	Non Critical	Critical	Non Critical	Critical	Non Critical	Critical
Allen HS I	24	8	4	2	1	1
Kyle EHS	14	3	18	3	6	0
Kyle I & II	28	8	10	8	6	0
Manderson EHS	9	3	12	2	2	7
Manderson I & II	15	1	8	1	8	1
Martin I & II	14	1	3	1	5	3
Oglala Early Head Start	11	6	6	0	1	2
Oglala I& II	29	7	6	1	4	0
Pine Ridge Early Head Start	17	5	9	2	7	1
Pine Ridge I - IX	281	80	72	36	6	3
Porcupine HS			19	11	2	1
Porcupine EHS					5	1
Red Shirt HS I	16	0	3	0	2	0
Wakpamni HS I	10	3	5	2	3	0
Wanblee I & II	37	9	6	3	0	0
Wounded Knee I & II	19	2	1	1	6	0
<b>TOTAL</b>	<b>524</b>	<b>136</b>	<b>182</b>	<b>73</b>	<b>64</b>	<b>20</b>

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These reports are received and reviewed by the Facilities Manager and Director. The facility manager is responsible for correcting and monitoring the progress of completion of non-compliance and critical violations. Facility manager updates the reports as items are corrected and these reports are maintained in OLC HS Director offices.

## **Strengths:**

- o Program has decreased the critical and non-critical violations each year since having the grant. According to Joe Amiotte, the program has had an 88% reduction in non-critical violations since 2004 and a 79% reduction in critical violations in the same time period.
- o The program has a 10-year facility plan to ensure that all children are providing a safe and healthy environment.

## **Areas for improvement:**

- o Drivers commented that steam cleaners would be a benefit at each site.
- o Promoting good hygiene among the staff and children with common colds. Promote hand washing, blowing their nose in a tissue and coughing or sneezing in their elbow or in a tissue

## **Professional development:**

- o Some professional development days that can help with these responses having a public health nurse come in and go over the topics of proper hygiene, communicable disease and common childhood illnesses, Sanitation and cleaning in the classroom.
- o N/A. I.H.S. provides annual training as well as regular inspections to each center.

## **Policy and Procedures:**

- o Hand washing policy could be modified to include proper hygiene or we could develop a policy for promoting proper hygiene and what the teachers should be teaching the children in the classroom on hygiene and promoting good health.
- o Not at this time.

## **TRANSPORTATION SERVICES**

### **Strengths:**

- o Staff are familiar with the procedures and protocols in transportation services.
- o The communication system allows staff to staff in touch with the administrative offices in cases of emergency or contact.

### **Areas for improvement:**

- o Substitutes needed for monitoring and extra drivers needed when absences occur throughout the year.
- o Regular on board observations for drivers annually.
- o Parent involvement

### **Professional development: More bus and monitor related training throughout the year.**

### **Policy and Procedures:**

- o Staff onboard observations need to be tracked and monitored so that each driver is receiving at least one observation per year.

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## **DISABILITIES SERVICES**

### Strengths:

- o Program has working relationships and MOU/MOAs with Early Intervention specialist via the tribe, as well as contracted services. The provision of these services were observed during classroom observations, as well as indicated on the staff surveys.
- o Communicating with parents
- o Meeting children's basic needs

### Areas for improvement:

- o In the classroom observations, there were very little children marked as being on an IEP or IFSP, this is verified by the 2007-08 PIR was listed the disability determination as 32 children or 7% which does not meet the required 10% minimum.
- o 40% of the 2007-08 enrollment were transitioning to Kindergarten; other protocols referred to additional assistance in transitioning children (family services, education). Please refer to Education for the Professional Development needs and Policy and Procedures needs.
- o Planning appropriate activities
- o Tracking screening and IEP/IFSP's

### Professional Development:

- o Working with children with disabilities
- o Classroom Management

### Policy/Procedure:

- o Transitions, screening, IEP/IFSP - have procedures need to write policies

## **FAMILY AND COMMUNITY SERVICES**

Survey results reviewed and analyzed.

### Strengths:

- o Staff responses indicate family helpers feel supported by the managers and can access their supervisor as needed. This is further supported by the responses of the staff showing that communication is strength.
- o First strength the communication between parents/ guardians and the staff is a more open communication so the family is becoming more involved and knowledgeable about what is going on in the centers

### Areas for improvement:

- o The staff would benefit from information on the HSAC and participate in a meeting over the course of a year to get to know the members and know the capacity of the HSAC and how it impacts the families served through the program.
- o Transition planning between family services and the education services to ensure children experience a smooth and successful transition between entering the program, transitioning from EHS to HS and onto kindergarten.
- o Almost 40% of the families enrolled during the 2007-08 PIR reporting year were not working.
- o One area of improvement is getting parents involved more with their child's centers such as parent meetings, HSAC meetings, or in the classrooms.
- o According to the 2007-08 PIR, only 4% of the families are participating in the Family Partnership process (16 reported out of 436).

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Professional development:

- o Staff should be using PROMIS as a resource to assist them with planning and meeting needs of the families.
- o Family service staff need to be training in facilitating the Family Partnership process.

Policy and Procedures:

- o PROMIS should be used to monitor the Family partnership process and follow up by the manager.

## **EDUCATION AND EARLY CHILDHOOD SERVICES**

Packets were provided to the self-assessment team members agreeing to observe the EHS and HS classrooms. The observers were asked to review the packets before entering the classroom. During the classroom review, observers were asked to respond to all of the questions included in Booklet 12, page 15-21. Comments were encouraged and space was provided for observers to record more than the YES/NO answer. There are seven main questions that have to be answered, and there are triggers for what to be observing. Detailed examples of what was observed, positive or negative, were encouraged. All the observations in both the EHS and HS setting were conducted prior to lunch.

*Infant/toddler Staff Survey Review:*

Strengths:

- o Meeting basic needs of children and teaching self-care, providing art/music activities, communication with parents and consistency with staff.

Areas for improvement:

- o Identifying developmental levels of children and planning appropriate activities;
- o More staff and subs

Professional development:

- o Curriculum and planning

Policy and Procedures:

- o The transition procedures were developed last summer and it seems that this procedure needs to be developed a little further

*Preschool Survey Review:*

Strengths:

- o Meeting basic needs of children and teaching self-care, using the Lakota language, providing art/music activities.
- o Second strength due to the services provided it has helped the children with building social skills and consistent development

Areas for improvement:

- o Communication between staff and staff and administration, parent involvement, outside safety, rotating materials, and the use of time out.
- o Professional Development: Using the IEP/IFSP, classroom management, lesson plan development and mental health referral process.

Policy or procedure changes:

- o Mental health referral process (in process), involving staff in professional development

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## **FISCAL MANAGEMENT**

### Strengths:

- o Oglala Lakota College always qualifies as a low risk auditee, never had any reportable conditions to be material weaknesses.

### Areas of Improvement:

- o Only instance in a Head Start finding was a character investigation, in which documentation of a background check could not be provided.

### Professional Development:

- o Received onsite training from Criminal Background agency for HR department, implemented the necessary changes.

### Policy or procedure changes:

- o There are better guidelines in place now. The Oglala Lakota College Board of Trustees requests bids for auditors every three years.

## **PROGRAM DESIGN AND MANAGEMENT**

### Strengths:

- o Management staff possess a minimum of bachelors and director possesses graduate degree.
- o 8 of 9 Family service staff (2007-08 PIR) possess at least an AA degree and higher.

### Areas for improvement:

- o Staff need to continue with classes offered through OLC to obtain their college degrees (AA and BA).

### Professional development:

- o Continue offering classes throughout the year, as well as special intensive coursework during the summer to move staff through their formal degrees.

### Policy and Procedures:

- o Review possible rewards for staff that complete their extra coursework during the year for the annual bonuses.

## **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT AND ATTENDANCE**

### Strengths:

- o According to the 2007-08 PIR:
  - o 99% of the children served are AIAN; program is serving target population
  - o 86% of children served are income eligible

### Areas for improvement:

- o Continue to build trust within the communities served so families are selecting OLC as their child's provider of Early Childhood education services.

### Professional development:

- o Continue to support Family Helpers to actively recruit new families into the Head Start services.
- o The RMM call identified many of the underlying causes for attendance/enrollment issues, TA from new ICF provider should be secured to support grantee with full enrollment.

### Policy and Procedures:

- o N/A

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## Stage Four – Strengthening Program

*Reflecting on some positive feedback provided by parents completing the parent/guardian surveys:*

- My grandson's eagerness to come to school demonstrates that this program is positive.
- Children seem very happy. My child is learning so much, and I'm so proud.
- Head Start allows my child to learn how to participate in a program with people their own age groups; socially Head Start gives the best advantage to my child.
- It was a pleasure to have my child attend school here, I enjoyed her two years of Head Start. The staff did an excellent job teaching my child.
- Head Start is an excellent program for our children's education. Lakota language is a good positive way to retain their Lakota Language.
- We moved here two years ago and my daughter was so happy that they can start school at an early age and they were taught very well-one daughter is in kindergarten she is an A honor roll student. And the other one learned a lot.
- They know about a lot of his kids, always happy to see the kids.
- The program gives my daughter a chance to be with children her age and to learn to be without her parents to be independent.
- She's been doing great ever since she started.
- My daughter is enrolled with the speech program and if she weren't enrolled with EHS she would have had to wait until she went to kindergarten.
- They have great social and emotional skills that'll benefit them for the rest of their lives.
- I am just so happy that my children have the advantage to go to school, heal and learn early on. My three kids went here, 2 graduates and one still going. I am very proud.  
Thank you
- I think this program is great!

*Reflecting on some positive feedback provided by staff completing the staff surveys:*

- Drug test, background checks, encouraging us with getting our degree working with the children. Strict policy and procedures.
- The staff are dedicated to the children.
- I think the biggest strength in the program is the confidence and trust that the program has in us that we can make this HS program into one that we can be proud of.
- Children are receiving the services they need.
- Professional Development where teachers have training to help them.
- The Children!

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## *Identifying resources*

Below is a list of some resources/partners that will support the program in addressing the areas of improvement and professional development activities identified in the content areas that have been assessed by the program.

<i>Resource</i>	<i>Areas of assistance</i>
ICF, TTA Specialist Provides onsite and distance TTA to program.	<ul style="list-style-type: none"> <li>• Program Design and Management</li> <li>• Governance</li> <li>• PRISM and Self Assessment</li> <li>• Curriculum, Outcomes</li> <li>• Head Start Regulations, Performance Standards and Overview</li> <li>• Family Partnerships</li> <li>• ERSEA</li> <li>• Fiscal/Inkind</li> </ul>
Consultants	<ul style="list-style-type: none"> <li>• Supervision</li> <li>• ICWA – Suitability, Security / Child Abuse and Neglect</li> <li>• Creative curriculum and lesson planning</li> <li>• Other topics are deemed appropriate</li> </ul>
Indian Health Services	<ul style="list-style-type: none"> <li>• Environmental Health and I.H.S. Model Code for Head Start programs</li> <li>• Nutritionist - Meal service and feeding patterns</li> <li>• Dental</li> <li>• Pediatrics</li> <li>• Maternal Health</li> <li>• Food Handlers Training</li> <li>• Bloodborne Pathogens/OSHA</li> <li>• CPR/ First Aide certification</li> <li>• HIPPA and confidentiality in medical records</li> </ul>
Oglala Lakota College	<ul style="list-style-type: none"> <li>• Personnel Department – Human resources</li> <li>• Payroll Department</li> <li>• Procurement and Inventory</li> </ul>
OLC Early Childhood	<ul style="list-style-type: none"> <li>• CDA Training</li> <li>• Coursework for AA/BA/Masters programs for ECE</li> </ul>
OST Early Intervention	<ul style="list-style-type: none"> <li>• Disabilities – Nutrition services as well</li> <li>• Managing Challenging Behavior</li> <li>• Developing the IEP</li> <li>• Parental Rights</li> </ul>
USDA - CACFP	<ul style="list-style-type: none"> <li>• Productions Records</li> <li>• Reimbursement</li> <li>• Inventory</li> </ul>