

**Modoc Early Head Start
Modoc County Office of Education
Self-Assessment October 2020**



**Modoc County Early Head Start
Self-Assessment Results October 2020**

Table of Contents

Executive Summary.....	3
1 Program Governance	7
2 Planning	9
3 Communication.....	10
4 Record-Keeping and Reporting	12
5 Ongoing Monitoring.....	13
6 Human Resources	14
7 Fiscal Management	15
8 Prevention.....	17
9 Health Care Tracking and Follow-up	18
10 Individualization.....	19
11 Disabilities Services	21
12 Curriculum and Assessment.....	22
13 Family Partnerships.....	23
14 Parent Involvement.....	24
15 Community Partnerships.....	25
16 Eligibility, Recruitment, Selection, Enrollment, and Attendance.....	26
17 Facilities, Materials, Equipment, and Transportation.....	27
Early Head Start Program Goals	28
School Readiness Goals.....	31
Action Plan	33
Appendix A: Organizational Chart	38
Appendix B: Fiscal Management Checklist.....	39

Modoc County Early Head Start Self-Assessment Results October 2020

Executive Summary

The Early Head Start Self-Assessment was conducted July through October 2020 to analyze the 21st year of the Modoc Early Head Start program. The process followed guidance outlined in the Office of Head Start (OHS) Self-Assessment System and consisted of focus group interviews, individual interviews, document review, and constituent self-reporting surveys. The Self-Assessment Team was comprised of the Director, Child Development Specialist, Family Support Workers, the Modoc County Office of Education (MCOE) Fiscal Officer, and parents who received training on the Self-Assessment process were responsible for reviewing specific areas.

Each section describes the status and outcomes of the Self-Assessment components, how materials were reviewed, the performance level that was identified, and any needs for improvement. Program strengths and areas for improvement across all the components are summarized below.

PROGRAM STRENGTHS

Program Governance

The MCOE Superintendent (Board of One) is a strong advocate for the program and affirmed that the new Director is providing effective leadership.

The Director has bolstered the capacity to bring people together in a collaborative way so that there is camaraderie with an efficient flow of task attainment. The Director facilitated the 2019 self-assessment process that provided an in-depth look at all the requisite components.

A more formalized system of communication between the Director and Board of One has been implemented.

There is a strong commitment to ensure that policies and procedures are smart and efficient to maximize quality service delivery and to analyze information and performance data to help in decision-making and program improvement.

Planning

The project follows the information from ongoing monitoring and self-assessments that are used to guide the planning of activities along with timelines set forth in a yearly planning calendar.

Communication

The use of video conferences for weekly staff meetings has established a strong sense of unity and collaboration that has proven to be appreciated by all staff.

FSWs continued to communicate with parents during COVID-19 restrictions via video conferencing, phone, and text messages. Each FSW has been provided a cell phone and iPad to facilitate communication with families.

Record-Keeping and Reporting

The program has been working with OHS this past year to streamline data processes. Historically, much data has been collected, but not efficiently extracted to inform program

Modoc County Early Head Start Self-Assessment Results October 2020

operations. The program is now able to better access reports and is moving towards more paperless operations.

A Parent Survey and Focus Group are conducted annually that affirmed that FSWs consistently follow up to make sure that doctor visits and any other healthcare visits are accomplished. The FSWs now also do vision and hearing screenings and provide transportation or gas vouchers to help families get to doctor appointments.

Human Resources

The program has worked hard over the past year to refine and implement their coaching practices, to enable the Child Development Specialist/Coach to provide individualized mentoring/coaching as needed. While the revised system was in development, the program utilized coaching services from MCOE, in a group format. Support needs are discussed at staff meetings and at the time of evaluations to ensure that staff are informed of conference and training opportunities.

The Child Development Specialist observes Family Support Workers who request additional observations, as well as observations of Parent Interns when needed.

Fiscal Management

The fiscal officer from MCOE completed the fiscal checklist and questions regarding the fiscal system. The Checklist is provided in Appendix B.

Prevention

Parents completed an annual feedback survey of the Early Head Start program as part of the annual Self-Assessment that showed 100% satisfaction that, *"The information that we receive on nutrition, health, and safety is useful."*

Health Care Tracking and Follow-up

A tickler system has been developed to better track health report and screening due dates. Parents completed an annual feedback survey of the Early Head Start program as part of the annual Self-Assessment that showed 100% satisfaction that, *"I feel comfortable sharing information with my Family Support Workers."*

Individualization

Parents completed an annual feedback survey of the Early Head Start program as part of the annual Self-Assessment that showed 100% satisfaction that, *"My family support worker is prepared for each home visit."* and 100% satisfaction that, *"The staff is prepared for group socializations."*

Disabilities Services

The Director ensures that Interagency Agreements with LEAs and other programs serving children with disabilities and their families are sufficient. The program works closely with the local SELPA/Early Intervention and Regional Center. The MOU with the local Regional Center was revised this year to reflect current OHS language.

Curriculum and Assessment

Modoc County Early Head Start Self-Assessment Results October 2020

The program has established good rapport with families by collecting information in the language spoken in the home, reviewing previous home visits with families and linked it to the planning for the current home visit and to the upcoming home visit.

Family Partnerships

Five FSWs have completed or are in process of completing a Family Partnership Certification training program this year. Parents completed an annual feedback survey of the Early Head Start program as part of the annual Self-Assessment that showed 100% satisfaction that, *“The support, information, and resources that the family support worker has provided to my family helps me.”*

Parent Involvement

Parents are an integral component of the program’s success in several ways including their participation on the Policy Council, planning socialization activities, and eventually joining the staff.

Community Partnerships

Modoc Early Head Start is a valued member of the communities in which it serves. Community partners provide feedback annually through focus group interviews and surveys. Recent feedback included how the program collaborated to 1) provide seamless, equitable access to early childhood programs and supports, 2) help the families and get to the right resources for their issues, and 3) coordinate services that focus on child development.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

When there are vacancies and there are no families on the wait list, families in need of services but above income levels are accepted into program. The program actively engages in recruitment activities.

AREAS FOR IMPROVEMENT

Program Governance

Policies & Procedures related to program governance need to be updated to reflect the current Performance Standards.

Planning

COVID-19 restrictions prohibited some scheduled activities from taking place as planned.

Communication

COVID-19 impacts will likely continue into the coming year.

Record-Keeping and Reporting

Training in ChildPlus was provided and leadership monitors compliance; however, it is difficult to locate good, ongoing training. The Director continues to search for more web-based opportunities.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Ongoing Monitoring

More ChildPlus training is needed for staff to learn how to create program-specific fields for data collection and reporting.

Human Resources

The program has had difficulty securing staff who meet minimum qualifications per OHS, which then requires a significant amount of initial training.

Individualization

The annual Family Support Workers focus group interview affirmed the desire for more professional development for issue related to children ages 0-3 and children with special needs.

Observations were not conducted this year due to the COVID-19 pandemic.

Disabilities Services

The program continues to struggle to maintain the 10% minimum of enrollment of children with known or suspected disabilities (ChildPlus). It is working towards strengthening its partnerships with LEA's.

Parent Involvement

The COVID-19 restrictions made it more challenging to engage parents in leadership opportunities.

Community Partnerships

Policies & Procedures related to program governance need to be updated to reflect the current Performance Standards and there is a need to ramp up recruitment efforts to engage community partners as Policy Council members.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

1 Program Governance

Program Governance was assessed through a document review and focus group interviews of the MCOE Superintendent (Board of One), Policy Council, Community Partners, and Leadership Team to answer the core question, *“How effective is your system of shared governance in supporting the implementation of quality services to children and families?”*

ORGANIZATIONAL CHART

The project organizational chart accurately reflects all decision-making bodies (see Appendix A).

TRAINING DOCUMENTATION

The training plan includes orientation to the *Performance Standards* and support for carrying out roles and responsibilities. Governing board and Policy Council members receive training specific to their oversight responsibilities.

AGENDAS, MINUTES AND RECORDS

Minutes and records provide an accurate account of decisions and establish accountability and reflect that the governing body and policy groups have the opportunity to review and discuss issues prior to approval. The Board of One and Policy Council review monitoring reports to help determine the direction of program improvement efforts. There is documentation that shows that parent members of the Policy Council are elected once a year and members of the Policy Council serve no more than five years as defined in the Modoc Early Head Start Policy Council Bylaws.

The Modoc County Board of Education continues to receive information on Modoc Early Head Start and acts in an advisory capacity. There continues to be good communication between Early Head Start and the MCOE Superintendent who described effective collaboration within the region. The Director attends county office cabinet meetings every other month, meets with the Board of One monthly, and communicates on the phone or via email as needed. A governing board representative attends Policy Council meetings on occasion and Policy Council minutes are provided to the Board of One on a regular basis. The ongoing communication provides clear understanding of what the program strives to accomplish, the challenges and obstacles it faces, and is keenly aware of the many successes the program accomplishes working among families within the community.

PROGRAM STRENGTHS

The MCOE Superintendent is a strong advocate for the program and affirmed that the new Director is providing effective leadership.

The Director has bolstered the capacity to bring people together in a collaborative way so that there is camaraderie with an efficient flow of task attainment. The Director facilitated the 2019 self-assessment process that provided an in-depth look at all of the requisite components.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

There is a strong commitment to ensure that policies and procedures are smart and efficient to maximize quality service delivery and to analyze information and performance data to help in decision-making and program improvement.

PROGRAM NEEDS OR AREAS OF CONCERN

Policies & Procedures related to program governance need to be updated to reflect the current Performance Standards.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

2 Planning

Program Planning was assessed through a document review to answer the core question, *“How effective is the grantee’s ongoing system of program planning in supporting the implementation of quality services to children and families?”*

COMMUNITY ASSESSMENTS

A Modoc County Child Care Needs Assessment was completed March 2019 that included descriptions of the community's strengths, needs, and resources related to child care. There was a revision to the Modoc EHS Action Plan that included the program's goals, areas needing improvement, corrective action items, responsible staff assigned, target dates, and completion dates. The action plan remains consistent with the philosophy of Early Head Start. The action plan contains an ongoing objective to help parents understand their role in the planning process.

The Community Assessment was conducted Spring 2019 that included descriptions of the community's strengths, needs, and resources. The Community Assessment was revamped in the fall of 2019 to better meet the requirements outlined in Performance Standards. A written review of the Community Assessment will be conducted annually, and the entire assessment process completed every five years, the next being due in the fall of 2024.

Program long-term goals and short-term objectives are documented, they logically follow from the Community Assessment, and are consistent with the philosophy of Early Head Start.

STRATEGIC PLAN

The Modoc Early Head Start strategic plan includes program long-term goals and short-term objectives that reflect the community assessments and are consistent with the philosophy of Early Head Start. Information from ongoing monitoring and the self-assessment inform the process for planning activities. Are the timelines set forth in the yearly planning calendar being followed.

PROGRAM STRENGTHS

The project follows the information from ongoing monitoring and self-assessments that are used to guide the planning of activities along with timelines set forth in a yearly planning calendar.

PROGRAM NEEDS OR AREAS OF CONCERN

COVID-19 restrictions prohibited some scheduled activities from taking place as planned.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

3 Communication

Program Communication was assessed through a document review, focus group interviews, and parent survey to answer the core question, *“How effective is the grantee’s communication in supporting the implementation of quality services to children and families?”*

COMMUNICATION SYSTEMS

Staff across the program follow written policies and procedures that pertain to communication that are provided in each family’s primary language. Communication is conducted through memos, bulletins, calendars, Facebook, and e-mail as well as through regularly scheduled meetings with staff, policy groups, and parents. The Governing Board and Policy Council receive pertinent information in a timely manner in order to make informed decisions.

Family Support Worker (FSW) focus group interviews indicated that communication with Modoc Early Head Start leadership was generally timely and effective. The Director provides support through consistent weekly meetings conducted using video conferencing with staff at both sites that helps keep everyone up-to-date and informed. FSWs also indicated that communication with most families was very effective.

ORIENTATION

New Governing Board members and Policy Council members receive an orientation packet that explains their roles and responsibilities in shared decision-making. Policy Council training is conducted annually after the new council is seated, provided pertinent information and updates throughout the year, and are informed of training opportunities.

REGULARLY SCHEDULED MEETINGS

There are regularly scheduled meetings for staff, parents, and the Policy Council with agendas and minutes.

Parents completed a feedback survey of the Early Head Start program as part of the annual self-assessment. Fifty-one surveys were returned in both English and Spanish. The following table provides the results of the survey for items that were related specifically to communication.

Table: Parent Survey Results for Communication

Question	Very Satisfied	Satisfied	Not Satisfied
I receive information on upcoming Early Head Start meetings, events, and activities that the Family Support Worker provides. (n=51)	82%	18%	0%
I feel comfortable in sharing information with my Family Support Worker. (n=51)	89%	12%	0%

PROGRAM STRENGTHS

The use of video conferences for weekly staff meetings has established a strong sense of unity and collaboration that has proven to be appreciated by all staff.

FSW continued to communicate with parents during COVID-19 restrictions via video conferencing, phone, and text messages. Each FSW has been provided a cell phone and iPad to facilitate communication with families.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

PROGRAM NEEDS OR AREAS OF CONCERN

COVID-19 impacts will likely continue into the coming year. The program is beginning to see the negative impact the pandemic is having on families, especially in the areas of mental health and domestic violence.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

4 Record-Keeping and Reporting

Record-keeping and Reporting was assessed through a document review and Family File Audit to answer the core question, *“How effective is the grantee’s record-keeping and reporting systems in supporting the implementation of quality services to children and families?”*

CONFIDENTIALLY AND FAMILY FILES

There are established policies and procedures that are adhered to regarding confidentiality and family files showed that required information was consistent among the staff and the two centers in the documentation.

REVIEW SCHEDULE

There is an established schedule for producing and reviewing the reports and the information included in the reports was used in making program adjustments. Leadership Team staff meets with the Family Support Workers about the forms on a regular basis. The table below summarizes FSW responses for when asked about the most helpful record keeping components.

Table: Record Keeping Helpful: Ranking of Frequency by Prompt (n=9)

	Ranking Most-Least Helpful				
	1 st	2 nd	3 rd	4 th	5 th
Using the COR book for more accurate observations	2	4	1	0	2
Partner Agreement Plan (family and child goals)	3	1	3	2	0
Contact sheet	1	1	1	5	1
File reviews to help stay on track	2	0	3	2	2
Coversheets at the beginning of each section	1	3	1	0	4

PROGRAM STRENGTHS

The program does well in collecting data, and with the support of training provided by OHS, has made advancements in the data management system and utilizing data to inform program operations.

PROGRAM NEEDS OR AREAS OF CONCERN

Training in ChildPlus was provided and leadership monitors compliance; however, it is difficult to locate good, ongoing training. The Director continues to search for more web-based opportunities.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

5 Ongoing Monitoring

Ongoing Monitoring was assessed through a document review and focus group interviews to answer the core question, *“How effective is the grantee’s ongoing monitoring system in supporting the implementation of quality services to children and families?”*

POLICIES AND PROCEDURES

There are policies and procedures in place, and followed, for ongoing monitoring of child development, health, mental health, disabilities, nutrition, family partnerships, transition, community partnerships and parent involvement. The reports were received by the Director and used to monitor the implementation of quality services to children and families.

TRACKING AND REPORTING SYSTEMS

Home Visiting Observation Records (HOVRS) are done at least 4 times a year, file review is done consistently, and coaching is provided to orient new staff and is also available to FSWs as needed. ChildPlus training is helping staff learn to track and report information in more efficient ways than before.

PROGRAM STRENGTHS

A Parent Survey and Focus Group are conducted annually that affirmed that FSWs consistently follow up to make sure that doctor visits and any other healthcare visits are accomplished. The FSWs now also do vision and hearing screenings and provide transportation or gas vouchers to help us get to doctor appointments. FSW have been given read-only access to the ChildPlus system, so as to learn the program, with the eventual goal being self-entry of family events.

PROGRAM NEEDS OR AREAS OF CONCERN

More ChildPlus training is needed for staff to learn how to create program-specific fields for data collection and reporting.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

6 Human Resources

Human Resources was assessed through a document review and focus group interviews to answer the core question, *“How effective is the grantee’s human resource management system in supporting the implementation of quality services to children and families?”*

JOB DESCRIPTIONS

There are job descriptions that include qualifications, roles and responsibilities for each staff position. They are in process of revision to be more in line with OHS requirements for certain positions, as well as consistency. Changes in staff roles and responsibilities has created the need for an organizational chart to help define and clarify responsibilities for all staff.

RECRUITMENT, SELECTION AND TERMINATION OF STAFF

Formal procedures are in place for the recruitment, selection and termination of staff. References were verified and background checks were conducted in accordance with state law, OHS requirements, and administrative requirements prior to applicants being hired.

Employee standards of conduct and procedures are in place for managing employee grievances and adverse actions as well as procedures for conducting staff appraisals. There is evidence that appraisals are conducted at least annually and that professional development plans have been created and implemented. New employees are provided with a curriculum packet at orientation and are shadowed during initial home visits.

PROGRAM STRENGTHS

The program has worked hard over the past year to refine and implement their coaching practices, to enable the Child Development Specialist/Coach to provide individualized mentoring/coaching as needed. Needs are discussed at staff meetings and at the time of evaluations to ensure that staff are informed of conference and training opportunities.

The Child Development Specialist observes Family Support Workers who request additional observations, as well as observations of Parent Interns when needed.

PROGRAM NEEDS OR AREAS OF CONCERN

The program has had difficulty securing staff who meet minimum qualifications per OHS requirements, which then requires a significant amount of initial training.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

7 Fiscal Management

Describe the fiscal system and how the management team and the fiscal officers work together to support the delivery of Early Head Start services.

The Modoc Early Head Start program fiscal operations are run through the Modoc County Office of Education (MCOE) Business Office. The Modoc Early Head Start (MHES) Director and Secretary work closely with the Business Office at the MCOE. The budget and staffing are developed at the site level to ensure that the program needs are met. The Director approves expenditures. The second level of approvals takes place at MCOE with the Deputy Superintendent and Director of Fiscal Services to make sure the budget supports the expenditure. Large expenditures require an additional level of review and approval, from the MCOE Superintendent.

How is the budget developed and approved? Describe the involvement of the governing body and the Policy Council.

The budget and staffing are developed at the site level to ensure that program needs are met. The Director meets with Policy Council on a monthly basis to discuss program needs and budgets. The Director meets with the Deputy Superintendent and Director of Fiscal Services to make sure budget projections are on target and completed in a timely manner. The budget is then completed by the Director of Fiscal Services, approved by Policy Council, and then approved by the Superintendent, who is the Board of One for Early Head Start. The MCOE Board of Directors approves the entire MCOE budget in which MEHS is a part.

How are expenditures monitored? What reports are produced and how are they used?

MEHS Staff creates requisitions in the ESCAPE accounting software. Requisitions are submitted and approved at the site level by the Director of MEHS. Then the requisitions are sent for approval to the Deputy Superintendent and the Director of Fiscal Services. Purchasing procedures are monitored by the Business Office at MCOE. The budget is monitored by the Director, Deputy Superintendent, and Director of Fiscal Services. MEHS staff have access to the financial system and financial reports. Reports are shared monthly with Policy Council. The MEHS Director and MCOE staff meet frequently to discuss budget adjustments and staffing.

Has the program conducted a cost analysis of providing transportation services? If so, does your cost analysis reflect the true cost of providing transportation services? Do the results suggest any changes to these services?

All of the transportation service costs are contained in the MEHS budget. MEHS owns the vehicles and all the costs associated with the vehicles are paid through the MEHS Budget. If staff is involved in transporting clients, then the travel cost is paid out of MEHS funds. If a staff member does not transport clients, then gas vouchers are used.

Review salary information for the grantee's executive and staff positions. Are salaries in general sufficient to recruit and retain qualified staff? Is the level of compensation consistent with the mission and goals of an anti-poverty agency and reasonable by community standards?

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Salaries are sufficient to recruit and retain qualified staff. They are also consistent with the goals of the anti-poverty agency community standards.

PROGRAM STRENGTHS

The fiscal officer from MCOE completed the fiscal checklist and questions regarding the fiscal system. The Checklist is provided in Appendix B.

PROGRAM NEEDS OR AREAS OF CONCERN

There were no areas of concern that came out of the self-assessment analysis.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

8 Prevention

Prevention was assessed through a document review and a parent survey to answer the core question, *“How does the grantee implement a comprehensive system of services for preventing health problems and intervening promptly when they exist?”*

PREVENTION

A file review affirmed that the program assures that each child has an ongoing, continuous source of health care within 90 days of entry into the program and that well-child care visits that include recommended immunizations and screenings were up-to date.

Files for infants and toddlers indicated that screenings for developmental, sensory, and behavioral concerns were completed within 45 days of entry into the program and that the 45 day screenings done in collaboration with each child's parent are linguistically and age appropriate for their developmental, sensory, behavioral, motor, language, social, cognitive, perceptual, and emotional skills.

ASSISTANCE AND INFORMATION

Permission forms, home visit reports, and notification of results provided evidence of assistance to the parents for the identification and location of health care resources. There was evidence that parents were informed and made aware of various screenings as they occurred.

UPDATED PLANS

Prevention plans were updated to effectively respond to the Community Assessment data toward meeting the current needs of children and families. The plans describe the use of early intervention and education strategies so that services are preventive in nature.. Modoc Early Head Start services are up-to-date in accordance with the new Performance Standards.

PROGRAM STRENGTHS

Parents complete an annual feedback survey of the Early Head Start program as part of the annual Self-Assessment. Fifty surveys were returned in both English and Spanish. The following table provides the results of the survey for the item related specifically to health and nutrition.

Table: Parent Survey Results

Question	Very Satisfied	Satisfied	Not Satisfied
The information that we receive on nutrition, health, and safety is useful. (n=50)	82%	18%	0%

PROGRAM NEEDS OR AREAS OF CONCERN

Due to vacancy of the Maintenance & Safety Specialist position, training to parents and children on pedestrian safety was not conducted the year.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

9 Health Care Tracking and Follow-up

Tracking and Follow-up was assessed through a document review to answer the core question, *“How does the grantee track the provision of all child health and development services and ensure that follow-up services are received in a timely manner?”*

PROCEDURES

There are procedures in place to track the provision of health care services as well as written procedures on the handling, storage and administration of medications. Procedures were in place so staff could identify any new or recurring medical, dental or developmental concerns in order allow staff to quickly make appropriate referrals.

HEALTH AND DIETARY INFORMATION

Parents were requested at enrollment to inform the program of their child’s particular health needs and dietary considerations and the files indicated that plans had been developed and implemented for identified health conditions.

PROGRAM STRENGTHS

A tickler system has been developed to better track health report and screening due dates. Parents complete an annual feedback survey of the Early Head Start program as part of the annual Self-Assessment. Fifty surveys were returned in both English and Spanish. The following table provides the results of the survey for the item related specifically to sharing information with Family Support Workers.

Table: Parent Survey Results

Question	Very Satisfied	Satisfied	Not Satisfied
I feel comfortable sharing information with my Family Support Workers. (n=50)	90%	10%	0%

PROGRAM NEEDS OR AREAS OF CONCERN

There were no areas of concern that came out of the self-assessment analysis.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

10 Individualization

Individualization was assessed through a document review, home visit observations, socialization observations, and a parent survey to answer the core question, *“How does the grantee, in consultation with the family, individualize the program of child development and health services to meet each child’s unique characteristics, strengths and needs?”*

AREAS ADDRESSED

Ten children’s files were reviewed and all showed evidence of individualized planning that included child interests, developmental strengths, needs, learning styles, languages, early literacy skills, math and science experiences, cultural background and health/nutrition consideration.

FILE INFORMATION

Documentation and information in the files indicated that parents provided input into the education and child development services planned for their child and that home visits were based on that information, such as signatures obtained on Family Partnerships.

HOME VISIT PLANS

Family Support Workers use information contained in family files and weekly case planning meetings to prepare for initial home visits.

SOCIALIZATION PLANS

Socialization planning indicated evidence of individualization and that socialization that included parents and their infants and toddlers. In January, Family Support Workers will receive intensive training on the curriculum to support individualized learning and support. The Child Development Specialist observed progress with the HOVRS tool and used information to support coaching with the Family Support Workers. Additional materials were procured based on requests of the Family Support Workers.

OBSERVATIONS

Observations were not conducted due to the COVID-19 pandemic.

PROGRAM STRENGTHS

Program is flexible in meeting parent needs in regards to scheduling. During the COVID-19 pandemic, this has included the use of technology to facilitate virtual visits (communication log, ChildPlus).

Parents complete an annual feedback survey of the Early Head Start program as part of the annual Self-Assessment. Fifty surveys were returned in both English and Spanish. The following table provides the results of the survey for the item related specifically to home visits and socializations.

Table: Parent Survey Results

Question	Very Satisfied	Satisfied	Not Satisfied
My family support worker is prepared for each home visit. (n=50)	86%	14%	0%
The staff is prepared for group socializations. (n=49)	69%	29%	2%

**Modoc County Early Head Start
Self-Assessment Results October 2020**

PROGRAM NEEDS OR AREAS OF CONCERN

The annual Family Support Workers focus group interview affirmed the desire for more professional development for issue related to children ages 0-3 and children with special needs.

Observations were not conducted due to the COVID-19 pandemic.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

11 Disabilities Services

Disability Services was assessed through a document review to answer the core question, *“How does the grantee ensure that individual services are effectively provided to children with diagnosed or suspected disabilities?”*

DISABILITY SERVICES PLAN

There was evidence that the disabilities services plan had been updated annually and there are interagency agreements between the program and LEAs that provided services to enable the effective participation of children with disabilities. Additionally, there was evidence of a formal partnership with the local Part C agency and there was an agreement that describes the process for coordinating services for infants and toddlers.

FILE REVIEW

The files demonstrated a timely process for assessing children with suspected disabilities, engaging parents, and arranging for services, as needed including evidence of the family's involvement in the development of IFSPs. The IFSPs identified persons responsible for planning, delivering, and supervising services and projected dates for services to begin along with transition plans developed for children that provided continuity of care as children with disabilities moved from one program to the next.

PROGRAM STRENGTHS

The Director ensures that Interagency Agreements with LEAs and other programs serving children with disabilities and their families are sufficient. The program works closely with the local SELPA/Early Intervention and Regional Center. The MOU with the local Regional Center was revised this year to reflect current OHS language.

PROGRAM NEEDS OR AREAS OF CONCERN

The program continues to struggle to maintain the 10% minimum of enrollment of children with known or suspected disabilities (ChildPlus). It is working towards strengthening its partnerships with LEA's.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

12 Curriculum and Assessment

Curriculum and Assessment was assessed through a document review to answer the core question, *“How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option?”*

CURRICULUM

The Early Head Start written curriculum included goals for children’s developmental learning and school readiness along with the experiences through which they could achieve the goals, what staff and parents could do to help children achieve the goals, and the materials needed to support the implementation. The School Readiness Goals were reviewed and trends were identified to guide ongoing improvement.

The curriculum was reviewed to ensure consistency with the Performance Standards for sound child development and learning principles to align appropriate and comprehensive programming for the oral language, early literacy, social-emotional, cognitive and physical development of children of all ages.

CHILDREN WITH DISABILITIES AND HOME LANGUAGE

The curriculum and assessment process supported the inclusion of children with disabilities and the home language of the children.

HEALTH, NUTRITION, MENTAL HEALTH AND SAFETY

Health, nutrition, mental health and safety were integrated into the curriculum along with how to address transition issues.

CHILD DEVELOPMENT SERVICE PLAN

There was a written plan, which is undergoing review, that described child development, which reflected children’s changing needs.

ASSESSMENT TOOLS

The ongoing assessment tools address the 8 domains and the 13 mandated elements and indicators, and were appropriate to the ages, home languages, cultures and special need of children.

PROGRAM STRENGTHS

The program has established good rapport with families by collecting information in the language spoken in the home, reviewing previous home visits with families and linked it to the planning for the current home visit and to the upcoming home visit.

PROGRAM NEEDS OR AREAS OF CONCERN

There were no areas of concern that came out of the self-assessment analysis.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

13 Family Partnerships

Family Partnership Building was assessed through a document review to answer the core question, “How does the grantee engage in a process of collaborative partnership-building with families?”

Family Partnership Agreement

The written plan was updated within the past year to reflect how the program would respond to any new needs of families and there is evidence of the family partnership agreement process in the majority of the family files that describe an individualized developmental approach, family goals, timetables, strategies for achieving the goals, and inclusion of approached to work specifically with fathers in a family-driven approach.

REFERRALS TO RESOURCES

File notes and reports indicated that families were referred to appropriate community resources and that staff conducted follow-ups to determine the quality of services received through those referrals. Family partnership agreements are being done in a timely manner.

FAMILY INVOLVEMENT

There was evidence of family involvement in identifying and participating in appropriate community resources.

COMMUNITY RESOURCE LISTINGS

Community resource listings included resources for emergency/crisis assistance, counseling services, education and employment training and prenatal health services.

PROGRAM STRENGTHS

Five FSWs have completed or are in process of completing a Family Partnership Certification program this year. Parents complete an annual feedback survey of the Early Head Start program as part of the annual Self-Assessment. Fifty surveys were returned in both English and Spanish. The following table provides the results of the survey for the item related specifically to support, information and resources.

Table: Parent Survey Results

Question	Very Satisfied	Satisfied	Not Satisfied
The support, information, and resources that the family support worker has provided to my family helps me. (n=50)	86%	14%	0%

PROGRAM NEEDS OR AREAS OF CONCERN

There were no areas of concern that came out of the self-assessment analysis.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

14 Parent Involvement

Parent Involvement was assessed through a document review to answer the core question, “How does the grantee provide parent involvement opportunities in all aspects of the Early Head Start program?”

PARTICIPATION AT CENTERS

The atmosphere at both Tulelake and Alturas centers is warm and inviting to families, including fathers, which may have been due in part to having current and former parents serving as volunteers and paid staff. Parents were engaged in the Policy Council, group meetings about parenting skills, education, and activities for children and families.

HOME VISITS

There was evidence that the information obtained from families during home visits influenced the services that were provided to children and families. Focus groups interviews affirmed that the Family Support Workers consistently ask for parental input at the end of every home visit.

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

In files pertaining to children with disabilities, is there evidence that parents are involved in the process of developing the IFSP.

OPPORTUNITIES

Parent training records and training calendars showed that opportunities for parents to enhance parenting skills, opportunities for children and parents to participate in family literacy services. Participation records showed opportunities to participate in medical, dental, nutrition, and mental health education programs, community advocacy, education and employment activities responsive to the needs expressed by families, involvement in curriculum development, families of children with disabilities had opportunities to recognize their role in advocating for their child, and opportunities to participate in Early Head Start activities to improve skills and knowledge in prenatal education on fetal development, labor and delivery, and post-partum recovery.

PROGRAM STRENGTHS

Parents are an integral component of the program’s success in several ways including their participation on the Policy Council, planning socialization activities, and eventually joining the staff.

PROGRAM NEEDS OR AREAS OF CONCERN

The COVID-19 restrictions made it more challenging to engage parents in leadership opportunities.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

15 Community Partnerships

Community Partnership was assessed through a document review to answer the core question, “How does the grantee take an active role in community planning and advocacy to improve the delivery of services to children and families? Is this program engaged in effective child care partnership?”

DOCUMENTATION

The program documented community partnership efforts with meeting agendas, meeting notes, and copies of email communication.

ONGOING COLLABORATION

The program maintains interagency agreements with local education agencies that describe ongoing collaborative relationships with health care providers, mental health providers, nutritional service providers, providers of services to children with disabilities, family preservation and support services, child protective services, providers of child care services, and other organizations and business that provide support and resources to mothers, fathers and families.

TRANSITION TO OTHER PROGRAMS

There are procedures in place to facilitate transitions from Modoc Early Head Start to other child care programs.

PROGRAM STRENGTHS

Modoc Early Head Start is a valued member of the communities in which it serves. Community partners provide feedback annual through focus group interviews and surveys. Recent feedback included how the program collaborated to 1) provide seamless, equitable access to early childhood programs and supports, 2) help the families and get to the right resources for their issues, and 3) coordinate services that focus on child development.

PROGRAM NEEDS OR AREAS OF CONCERN

Policies & Procedures related to program governance need to be updated to reflect the current Performance Standards and there is a need to ramp up recruitment efforts to engage community partners as Policy Council members.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

16 Eligibility, Recruitment, Selection, Enrollment, and Attendance

Eligibility, Recruitment, Selection, Enrollment, and Attendance was assessed through a document review to answer the core question, *“How does the grantee approach eligibility, recruitment, selection, enrollment and attendance in an attempt to meet the needs of Early Head Start eligible families and in response to the Community Assessment?”*

ELIGIBILITY AND SELECTION CRITERIA

The Community Assessment addressed the demographic makeup of eligible children including the number of children, where they lived, race, ethnicity. It also addressed community strengths and assets, other child care/child development programs that were serving Early Head Start eligible children, the estimated number of children with disabilities, including types and relevant services available and data regarding education, health, nutrition, and social service needs of the Early Head Start eligible children and families.

The Community Assessment provided information regarding the education, health, nutrition, and social service needs of Early Head Start eligible children and their families as defined by the families and the institutions in the community that serve young children. Community resources that could be used to address the needs of Early Head Start eligible children and families were defined including an assessment of their availability and accessibility.

An analysis and summary of the data was conducted for the Community Assessment that was used to determine a plan for recruiting eligible families and for determining the selection criteria. The procedures for selecting children were based on family income, age of the child, and the extent to which a child or family met program-specific selection criteria.

DOCUMENTATION

There was evidence that income eligibility was established and documented in family files.

ENROLLMENT INFORMATION

Modoc Early Head Start strives to enroll at least 90% of families living below the poverty guideline and when a vacancy occurs more at any time during the program year, they attempt to fill the vacancy with another child immediately from a waiting list that ranks families according to the selection criteria.

PROGRAM STRENGTHS

When there are vacancies and there are no families on the wait list, families in need of services but above income levels are accepted into program.

PROGRAM NEEDS OR AREAS OF CONCERN

There were no areas of concern that came out of the self-assessment analysis.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

17 Facilities, Materials, Equipment, and Transportation

Facilities, Materials, Equipment, and Transportation was assessed through a document review and a parent survey to answer the core question, *“How does the grantee ensure that the facilities, materials, equipment and transportation services are supportive of earning and reflective of different ages and stages of development of each child including children with disabilities, and that appropriated space is provided for conducting all program activities?”*

EMERGENCY PROCEDURES

The emergency procedures were available and current that included child abuse/neglect reporting.

EQUIPMENT AND VEHICLE MAINTENANCE

The equipment and vehicle maintenance logs were also available and current. The program maintains a fleet of vehicles, which are replaced on a regular, rotating basis (vehicle logs).

The roof on the Alturas site was replaced this past year, the parking lot resurfaced at the Tulalake site, and minor repairs at both sites are made as needed. New dishwashers were secured for both sites, and an appropriate supply of sanitizing and disinfecting supplies kept on hand due to COVID-19.

Parents completed an evaluation of the Early Head Start program as part of the annual Self-Assessment. Fifty surveys were returned in English and Spanish.

Table: Parent Survey Results for Facilities and Materials Equipment, and Transportation

Prompt	Very Satisfied	Satisfied
The health and safety procedures are followed during Group Socializations. (n=49)	65%	35%
The equipment, materials, and activities are appropriate. (n=49)	75%	25%

PROGRAM STRENGTHS

Modoc Early Head Start maintains a fleet of vehicles for which detailed vehicle logs are kept. The vehicles are replaced on a rotating basis. The facilities are well maintained to ensure health and safety.

PROGRAM NEEDS OR AREAS OF CONCERN

There were no areas of concern that came out of the self-assessment analysis.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Early Head Start Program Goals

Goal	Objective	Progress
Goal 1: Fully integrate the School Readiness and Family Engagement Goals into the program and assess children's progress both on an individual basis and program-wide.	Objective 1.1 Annually, provide staff development regarding the School Readiness and Family Engagement Goals, the purpose, and how individual and group progress is assessed, as documented through staff development records, staff focus groups, and surveys.	1) Staff development assessments were conducted for in-house professional development events and provided to CER for analysis. 2) Staff and parent surveys were administered Summer of 2020 and sent to CER for analysis. 3) The online self-assessment guide is in use and working well. 4) The CER self-assessment was conducted Summer 2020 and included focus groups with staff, parents, and policy council members.
Goal 1: Fully integrate the School Readiness and Family Engagement Goals into the program and assess children's progress both on an individual basis and program-wide.	Objective 1.2: By May 2021, Management staff is to be trained in how to access the aggregated COR Advantage information to determine children's progress and strengths and areas of improvement for the program as documented by staff development records.	COR Advantage is part of the ongoing assessment of school readiness as part of an annual quarterly review of aggregated data that is provided to CER for inclusion in the self-assessment. Leadership team has been working with COR Advantage directly to access usable data.
Goal 1: Fully integrate the School Readiness and Family Engagement Goals into the program and assess children's progress both on an individual basis and program-wide.	Objective 1.3: Each trimester, Management staff reviews the COR Advantage aggregated information and shares information with staff, Policy Council members, and the Governing Board as documented through meeting agendas and minutes.	School readiness goals include the COR that address five school readiness areas. The data is provided to CER for analysis and inclusion in the self-assessment.
Goal 1: Fully integrate the School Readiness and Family Engagement Goals into the program and assess children's progress both on an individual basis and program-wide.	Objective 1.4: Annually, as part of the Self-Assessment, the results of the aggregated quarterly COR Advantage are analyzed for trends, strengths, and needs of the program identified through the year-end compilation of results and the Self-Assessment.	Data is provided to CER for analysis and inclusion in the self-assessment. The program has opted to use three COR periods rather than four annually.
Goal 1: Fully integrate the School Readiness and Family Engagement Goals into the program and assess children's progress both on an individual basis and program-wide.	Objective 1.5: By May 2021 and annually thereafter, incorporate the School Readiness and Family Engagement Goals into the Self-	Effective 11/1/2020, the half-time Child Development Specialist will be a full time position, to allow the program increase focus on curriculum and school readiness.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Goal	Objective	Progress
	Assessment process documented within the Self-Assessment report.	
Goal 2: Recruit and develop a well-trained Modoc Early Head Start team to meet the mandates of Early Head Start and to better meet the needs of the enrolled families.	Objective 2.1: Each project year, 100% of Early Head Start Program staff will improve their knowledge, awareness, and skills as pertaining to the needs of the Early Head Start families as measured by training, documentation, evaluations, transcripts, and staff focus group interviews.	Training documentation, evaluations, and transcripts were collected. An annual program-wide professional development plan is developed and has been updated, as well as individualized plans.
Goal 2: Recruit and develop a well-trained Modoc Early Head Start team to meet the mandates of Early Head Start and to better meet the needs of the enrolled families.	Objective 2.2: Each project year, collaborate with Siskiyou First 5 to provide at least one joint training for both Modoc Early Head Start and other home visiting program staffs as documented by staff development records.	Joint training has occurred. An MOU exists; however, the most frequent interaction is to support each other with common events.
Goal 2: Recruit and develop a well-trained Modoc Early Head Start team to meet the mandates of Early Head Start and to better meet the needs of the enrolled families.	Objective 2.3: Each year support the staff in accessing and completing college courses leading to the eventual attainment of an Associate's degree as measured by college transcripts, evaluations, and focus groups.	The project is currently covering the cost of Child Development course textbooks for staff. Financial aid opportunities are available through QRIS. This past year, one staff completed their AA and several are taking courses towards attainment. The project is seeking English language training for staff as well.
Goal 2: Recruit and develop a well-trained Modoc Early Head Start team to meet the mandates of Early Head Start and to better meet the needs of the enrolled families.	Objective 2.4: Develop and implement a comprehensive transition and training plan to ensure smooth transitions of personnel within the program, as documented by meeting minutes, staff development records, and updated Policies & Procedures.	Leadership team has updating the Professional Development plan, and implementing more structured onboarding of staff. Policies & Procedures need to be developed and/or updated to address transition. Program documentation is stored more centrally now.
Goal 3: Increase the availability of services for Modoc Early Head Start families	Objective 3.1: By May 2021 and ongoing, increase the access to mental health services for families in the Northern service area through the further development and maintenance of partnerships with Siskiyou County agencies, as documented by development of MOU's or meeting records.	The project has increased involvement with Siskiyou First 5 and area home visiting programs, building relationships and partnerships.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Goal	Objective	Progress
Goal 3: Increase the availability of services for Modoc Early Head Start families	Objective 3.2: Continue to strengthen the partnership with Social Services and provide assistance and guidance to ensure that the services provided are meeting the needs of the Modoc Early Head Start families as measured by surveys and focus groups.	Social Services has a new Director who has enabled a strong partnership and a good relationship.
Goal 3: Increase the availability of services for Modoc Early Head Start families	Objective 3.3: Each year, further develop the community partnerships in the Tulelake area in order to improve the services and the families' access to these services as measured by surveys and focus groups.	The project has a good relationship with the Honker (Tulelake Youth and Community Center).
Goal 4: Increase the adult literacy levels and/or job skills of the Modoc Early Head Start parents.	Objective 4.1: By May 2021 and annually thereafter, there will be an increase in the percentage of parents who have graduated from high school/attained their GED or are enrolled in job training as measured by the information reported in the PIR.	The project works closely with CalWorks and gives credit to parents who participate and at times provide volunteer hours.
Goal 5: Through continued collaboration with community agencies and organizations increase the available transportation options for Modoc Early Head Start families.	Objective 5.1: By May 2021 and annually thereafter, Modoc Early Head Start families will have increased access to transportation and will have a decreased reliance on Modoc Early Head Start for their transportation needs as documented by gas voucher use and transportation records.	This remains an issue. The project partners with Public Health when possible. Due COVID-19, transportation issues have increased as the only public transportation provider in the area ceased services for several months.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

School Readiness Goals

Domain	Indicator	Goal	Measure	Family Engagement
Approaches to Learning	IT-ATL 1.	Child manages feelings and emotions with support of familiar adults.	75% of children 0 to 11 months, 85% of children 12 to 23 months, and 100% of children 24 to 36+ months will indicate “Making Progress” or “School Ready” by the 3rd COR observation period. Applicable data obtained from home visit records, family in-put, socialization records, COR and Child Plus.	Families will be provided with books and other materials related to emotions (e.g. puppets, cards, etc.). Families will utilize materials provided along with home materials to engage with their children a minimum of three times a week. Staff and families will model appropriate emotional regulation and interactions with others, during home visits and socializations.
Social & Emotional Development	IT-SE 6.	Child learns to express a range of emotions.	75% of children 0 to 11 months, 85% of children 12 to 23 months, and 100% of children 24 to 36+ months will indicate “Making Progress” or “School Ready” by the 3rd COR observation period. Applicable data obtained from home visit records, family in-put, socialization records, COR and Child Plus.	Families will be provided regular opportunities for social activity where expression of wide range of emotions are witnessed and modeled in a pro-social manner by staff and families. Staff and families will model matching non-verbal communicators to the appropriate, corresponding verbal expression of emotion. Families will attend one or more social events at Early Head Start monthly.
Language & Communication	IT-LC 5.	Child uses increasingly complex language in conversation with others.	75% of children 0 to 11 months, 85% of children 12 to 23 months, and 100% of children 24 to 36+ months will indicate “Making Progress” or “School Ready” by the 3rd COR observation period. Applicable data obtained from home visit records, family in-put, socialization records, COR and Child Plus.	Families will be provided books and other language activities to build upon existing vocabulary. Families will be encouraged to utilize daily routines and to “Live Out Loud” to further encourage complex expressions of communication.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Cognition	IT-C 6.	Child learns to use a variety of strategies in solving problems.	<p>75% of children 0 to 11 months, 85% of children 12 to 23 months, and 100% of children 24 to 36+ months will indicate “Making Progress” or “School Ready” by the 3rd COR observation period.</p> <p>Applicable data obtained from home visit records, family in-put, socialization records, COR and Child Plus.</p>	<p>Families and staff work to create safe environments that encourage curiosity and exploration.</p> <p>Families will use multiple modes to expose children to new and challenging, yet achievable activities once weekly.</p>
Perceptual, Motor, & Physical Development	IT-PMP 1.	Child uses perceptual information to understand objects, experiences, and interactions.	<p>75% of children 0 to 11 months, 85% of children 12 to 23 months, and 100% of children 24 to 36+ months will indicate “Making Progress” or “School Ready” by the 3rd COR observation period.</p> <p>Applicable data obtained from home visit records, family in-put, socialization records, COR and Child Plus.</p>	<p>Each socialization and home visit opportunity will provide families with a variety of materials and activities, including sensory and music/movement.</p> <p>Families will be able to articulate how their child gains a sense of who they are and who others are.</p>

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Action Plan				
Objective	Needed Action	Responsible Staff	Target Date	Progress
Family Support Workers articulate to parents the purpose and importance of the Policy Council.	Addressed during the Curriculum Meetings with an emphasis on having the Family Support Workers articulate the purpose and importance of the Policy Council at home visits.	Early Childhood Education Specialist	Ongoing	Ongoing training, several new staff.
Help parents understand their role in the planning process, and importance of the planning cycle.	Discussed at Policy Council meetings and at Parent Meetings. Family Support Workers share the information with parents during home visits.	Director Early Childhood Education Specialist	Ongoing	Continuous training provided.
Develop and utilize agenda for Parent Meetings.	Update the structure of Parent Meetings to follow agenda and provide for increased parent input.	Director Leadership Team	4/30/2021	
ChildPlus is to be used to the fullest extent possible to provide needed information.	Provide more detailed training.	Director Health and Disabilities Early Childhood Education Specialists Program Secretary Program Manager	Ongoing	All staff are now provided access to ChildPlus, and will be receiving training. Program Secretary has received extensive training.
Leadership Team consistently uses data and reports to inform program operations and decisions.	Leadership Team to meet monthly.	Leadership Team	Ongoing	
Use data to the fullest extent possible, to facilitate program operations.	Increase knowledge and use of ChildPlus.	Leadership Team	Ongoing	
Newly hired staff as well as staff who have taken on new roles and responsibilities receive adequate onboarding and ongoing training.	Training takes place during inhouse meetings. Staff take classes and are encouraged to attend conferences and trainings.	Director Early Childhood Education Specialist	Ongoing	
Family Support Workers pursue college courses towards completion of AA degree.	Support staff as they work towards their degree.	Director Early Childhood Education Specialist	Ongoing	One staff completed requirements for her AA this past year.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Objective	Needed Action	Responsible Staff	Target Date	Progress
Provide staff training related to child development, mental health, autism, and children with special needs.	Needs are discussed at staff meetings and at the time of evaluation to ensure that staff are informed of conference and training opportunities.	Director Early Childhood Education Specialist Health and Disabilities Specialist Mental Health Consultant	Ongoing	A variety of training opportunities are provided, but more program and child related trainings are being sought.
Family Support Workers are observed during their home visits a minimum of two times per year.	The Early Childhood Education Specialist is observing those Family Support Workers who have requested additional observations.	Director Program Manager Early Childhood Education Specialist	Ongoing	Due to COVID-19 and vacancy of Coaching position, this has not occurred in the past year. However, plans are in motion to move forward in meeting this requirement.
EHS program Director will more closely monitor program expenditures.	Director and Director of Fiscal Services will meet on a regular basis throughout grant year to closely monitor expenditures to avoid large year end spending.	Director Director of Fiscal Services	Ongoing	
Pedestrian safety training will be offered to program participants and staff annually.	Pedestrian safety training will be developed and provided annually.	Director Maintenance & Safety Specialist	Ongoing	
Provide training for Health and Disability Specialist.	A new employee is anticipated to be hired in November to take on the Health and Disabilities Specialist position, and will require intensive onboarding and ongoing training in the requirements of the position.	Director Leadership Team Office of Head Start TTA Mental Health and Public Health	Ongoing	
Family Support Workers will minimize the barriers getting into homes for visits.	Investigate barriers. Program has secured technology to facilitate remote visits.	Director Leadership Team	Ongoing	With COVID-19 money from OHS, the program has secured additional technology to be able to facilitate remote visits with families.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Objective	Needed Action	Responsible Staff	Target Date	Progress
Parents and children attend Socialization activities on a regular basis.	Considered making changes to the scheduling, locations, and structure of Socializations.	Early Childhood Education Specialist Parent Engagement Specialist	Ongoing	Activities are currently being held via remote means, such as Zoom and Facebook Live.
Provide materials for older children and materials for experimentation.	Additional materials have been ordered and we will continue to order materials based on the requests of the Family Support Workers.	Director Early Childhood Education Specialist Parent Engagement Specialist Family Support Workers	Ongoing	
Determine the cause of continued low identification and enrollment of children with suspected or diagnosed disabilities.	Increase collaboration with LEA's, Regional Centers, and other agencies serving children with disabilities.	Director Health & Disabilities Specialist	Ongoing	
Staff are familiar with the School Readiness Goals.	This is being addressed in staff meetings.	Early Childhood Education Specialist	Ongoing	
Staff are adequately trained in the use of COR Advantage and the curriculum.	This is being addressed in Curriculum meetings.	Early Childhood Education Specialist	Ongoing	All FSW's and Leadership Team staff received training on COR Advantage, both via formal training from the provider and individual online training. Staff now also utilize COR online.
Update Area Service Plan annually.	Revise annual plan that describes child development services to reflect the changing needs of children.	Director Early Childhood Education Specialist Health and Disabilities Program Secretary	Ongoing	
Increase mental health services for families.	Expand collaboration to meet the families' needs for mental health services and supports. Increase collaboration in the area of case management and dual visiting.	Leadership Team	Ongoing	Due to COVID-19 pandemic, this need has increased.

**Modoc County Early Head Start
Self-Assessment Results October 2020**

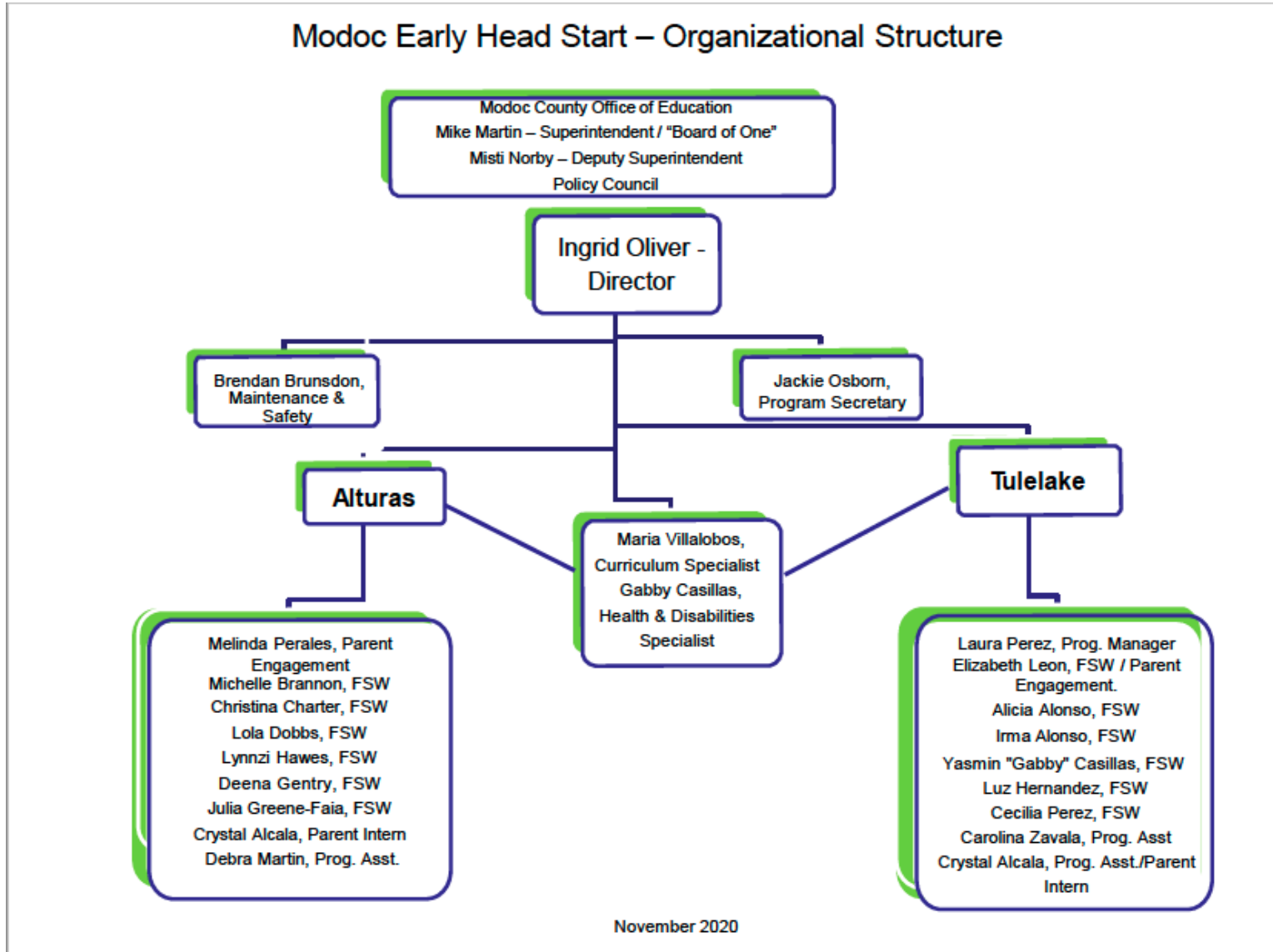
Objective	Needed Action	Responsible Staff	Target Date	Progress
Increased father involvement.	Encourage more father participation in home visits and program activities.	Family Support Workers Parent Engagement Specialist	ongoing	Program is seeking to develop a manner to better track father involvement within ChildPlus.
Collaborate with organizations to plan and implement the First 5 Impact Grant.	MCDAC is seeking an EHS representative who utilizes child care. This group, in collaboration with First 5, is working on the program planning and implementation.	Director Early Childhood Education Specialist Health/Disabilities Specialist	ongoing	Director has been in communication with Modoc First 5 Director to facilitate involvement.
Collaboration with OCDC and Newell CDC determine the best ways Early Head Start and these entities can work together.	Connections/partnerships need to be established.	Director Director of OCDC	Ongoing	
Hold regular meetings with the Director of the Tulelake/Newell Family Resource Center to further strengthen and expand collaboration.	Investigate the willingness of the Director to meet with Early Head Start.	Director Tulelake Manager	Ongoing	
Collaboration with Siskiyou County agencies.	Communicate further with Siskiyou County. Contact the Siskiyou County early intervention program to determine their needs for outreach in Tulelake.	Director Tulelake Program Manager	Ongoing	
Program will increase outreach efforts to develop and maintain a waiting list of eligible program participants.	Increase outreach efforts.	Director Leadership Team	Ongoing	
All facilities, materials, equipment, and transportation will be kept maintained and in proper working order.	Maintain facilities and equipment, develop monitoring processes.	Leadership Team Maintenance and Safety Specialist	Ongoing	The Maintenance & Safety Specialist position was vacant for seven months, and recently filled. New processes are being developed and implemented.
Train staff in the principles of adult learning, focusing on working with young parents and parents who have lower literacy and cognitive functioning, to	Find presenter(s) who can train in the area of principles of adult education and determine schedule for trainings.	Director	Ongoing	

**Modoc County Early Head Start
Self-Assessment Results October 2020**

Objective	Needed Action	Responsible Staff	Target Date	Progress
better enable parents to support the education of their children.				
Train staff on the understanding and interpretation of the COR levels and how to build upon or scaffold skills areas.	This is addressed in the section on Curriculum and Assessment.	Director Child Development Specialist/Coach	Ongoing	

Modoc County Early Head Start
Self-Assessment Results October 2020

Appendix A: Organizational Chart



**Modoc County Early Head Start
Self-Assessment Results October 2020**

Appendix B: Fiscal Management Checklist

	Question	Response	Comment
1	Is the ratio of current assets to current liabilities less than 1 (i.e., are there insufficient funds to pay debts due within a year)?	No	
2	Has the grantee borrowed money within the last 12 months?	No	
3	Has the amount of cash reported on the balance sheet (per audit report) decreased over the past three years?	No	
4	Have vendor payments been late?	No	
5	Does the most recent audit contain a disclosure (footnote) regarding cash flow status?	No	
6	Does the most recent audit show any programs with negative operating balances?	No	
7	Are there large unfunded liabilities (e.g., annual and sick leave accruals, taxes payable, 401 (k) payments outstanding; large mortgage or large line-of-credit payments) or recent significant cost increases?	No	
8	Has the grantee provided adequate documentation to demonstrate timely payment of employee benefits (i.e., Federal and state taxes, health and retirement contributions)?	Yes	
9	Is the grantee named in pending or recent litigation? Are there pending or current disallowances from any funding sources such as USDA, CSBG, or child care?	No	
10	Is there any indication the agency may lose one or more major programs and/or funding sources?	No	
11	Does the Federal tax information reported agree with other financial reports?	Yes	
12	Does the final SF-269 reconcile with the appropriate quarterly PMS-272 for the same period?	Yes	
13	Do bank statements reflect any negative cash balances, overdraft, or finance charges?	No	

**Modoc County Early Head Start
Self-Assessment Results October 2020**

14	Has there been a recent reduction of program staff or services, a shift towards outsourcing, excessive turnover of supervisory staff, or have key personnel quit unexpectedly?	No	
15	Does the agency maintain a complete and up-to-date list of all employees?	Yes	
16	Are separation/termination of employment instances immediately reported to the payroll department?	Yes	
17	Have positions been vacant for a significant period of time (i.e., more than 90 days)?	No	
18	Are original time records properly prepared and properly approved by supervisors?	Yes	
19	Are payroll records regularly compared with the records of the personnel department?	Yes	
20	Are there written accounting procedures?	Yes	
21a	Are there specific procedures for maintaining checks and balances for cash management and other fiscal functions? (To answer this question, consider the questions below.)	Yes	
21b	Are cash and negotiable securities under lock and key, and is access to them strictly controlled?	Yes	
21c	Are forms such as blank checks and purchase orders sequentially pre-numbered, physically secured, and is access to them strictly controlled?	Yes	
21d	Are mechanical check signers and signature plates physically protected and is access to them strictly controlled?	Yes	
21e	Is one individual allowed to control all key aspects of a transaction or event?	No	
21f	Are duties assigned systematically to a number of individuals to ensure that effective checks and balances exist?	Yes	

**Modoc County Early Head Start
Self-Assessment Results October 2020**

21g	Does the grantee have internal controls for mail processing, cash receipts and cash disbursements? Are all grantee bank statements reconciled on a monthly basis?	Yes	
21h	Are there safeguards in place for financial data systems in the event of data failure?	Yes	
21i	Are changes in payroll properly authorized?	Yes	
22	Are there compliance findings over internal controls in the current audit? If yes, please answer question 22a. If no, go to question 23.	No	
22a	Have the findings been corrected or is there a corrective action plan in place?	N/A	
23	Did a review of year-end payments disclose any unusual or irregular items (e.g., large purchases of supplies or equipment or payout of end-of-year "bonuses")?	No	
24	Does the grantee have policies and procedures for the use of credit cards (e.g., require documentation for expenditures, regularly monitor expenditures, and impose other clear spending limits)?	Yes	
25	Have Early Head Start funds been drawn down in excess of documented cash requirements?	No	
26	Have prior year salaries or other prior year costs been charged to the current budget year?	Yes	
27	Has the grantee submitted timely and accurate SF-269s and PMS-272s?	Yes	
28	Have Early Head Start funds been used to cover costs normally paid by other funding streams (i.e., interfund borrowing)?	No	
29	Does the grantee have a qualified fiscal officer?	Yes	
30	Are any staff making in excess of \$100,000?	No	
31	Are the wages of staff reasonable and supported by appropriate wage comparability data?	Yes	

**Modoc County Early Head Start
Self-Assessment Results October 2020**

32	Did the grantee award COLA/Quality funds in compliance with the terms of its grant application?	Yes	
33	Are there appropriate internal controls for payroll checks distributed to employees?	Yes	
34	If the grantee has shared costs, has the grantee used an allocation base that best measures the relative degree of benefit for all benefiting functions?	No	
35	Does the grantee regularly compare budgeted costs to actual costs?	Yes	
36	Does the Policy Council work in partnership with key management staff and the governing body to develop, review, and approve or disapprove all procedures for refunding applications and amendments to refunding application for Early Head Start, including administrative services, prior to the submission of such applications?	Yes	
37	Are financial reports current and available upon request?	Yes	
38	Has the grantee failed to submit timely and accurate IRS 941, IRS 990, and other official reports as required?	No	
39	Has there been a failure to disseminate timely and accurate fiscal information to the management staff, governing body, and policy groups?	No	
40	Has the grantee implemented procedures for programmatic and fiscal; monitoring of its own operations?	Yes	
41	Has the grantee made changes to the budget that required prior approval before receiving such approval in writing?	No	
42	Was the last required annual audit not completed and/or not submitted timely and/or unavailable?	No	
43	Has the grantee corrected previous audit findings?	Yes	

**Modoc County Early Head Start
Self-Assessment Results October 2020**

44	Has the grantee implemented procedures to determine allowability, allocability, and reasonableness of costs as required?	Yes	
45	Does the grantee meet property management standards for nonexpendable personal property, including conducting a physical inventory at least once every 2 years and having all vehicle titles available?	Yes	Completed physical inventory this past July
45a	Is equipment that is vulnerable to theft securely fastened or protected in some other manner?	Yes	
45b	Are identification plates and numbers affixed to office furniture and fixtures, equipment, and other portable assets?	Yes	
46	Does the grantee have inadequate supplies or materials or outdated equipment?	No	
47	Are costs for development and administration necessary and of benefit to the program, properly allocated and documented, and not in excess of 15% of total costs unless a waiver has been granted?	Yes	
48	If the grantee charges indirect costs, are these costs supported by a current negotiated indirect cost rate?	Yes	
49	Did the use of Federal funds in the grantee's last budget exceed 80% of the total cost without a waiver?	No	
50	Do the source, use, and accounting of non-Federal funds meet the same requirements as Federal funds, and is the accounting of funds supported by proper source documents?	Yes	
51	Are any of the procurement transactions conducted in a manner that does not provide for open and free competition?	No	