

AGENDA

Board of Trustees
Bob Keegan, Chair
Jan Mittleider
Laird Stone
Jack Nelsen
Karl Kleinkopf

CSI Mission Statement:
To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

Board Mission Statement:
The mission of the Board of Trustees of the College of Southern Idaho is to lead in the constant definition, interpretation, articulation, implementation and evaluation of the College mission.

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|---|---|
| I. CALL TO ORDER | Chairman Keegan
3:00PM/President’s Board Room |
| II. RECESS TO EXECUTIVE SESSION | Chairman Keegan
President’s Board Room |
| III. RECONVENE REGULAR MEETING | Chairman Keegan
4:00PM/Taylor Room #276 |
| IV. APPROVAL OF MEETING AGENDA | Chairman Keegan |
| V. MINUTES & BUSINESS REPORTS | |
| Approval of Minutes | Jeff Harmon |
| July 16, 2018 | |
| Approval of Treasurer’s Report | Jeff Harmon |
| Approval of Head Start/Early Head Start Report | Mancole Fedder |
| VI. OPEN FORUM | Chairman Keegan |
| VII. UNFINISHED BUSINESS | |
| VIII. NEW BUSINESS | |
| Information Items | |
| 1. Early College Department Update | Jonathon Lord |
| 2. Accreditation Report for Spring 2018 Visit | Chris Bragg |
| 3. Hispanic Heritage Month Youth Summit | Cesar Perez |
| IX. REMARKS FOR THE GOOD OF THE ORDER | Chairman Keegan |
| X. PRESIDENT’S REPORT | President Fox |
| XI. ADJOURNMENT | Chairman Keegan |

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I. CALL TO ORDER

Chairman Keegan
3:00p.m./President’s Board Room

A. Pursuant to Idaho Code 74-206, the Board will convene to:

- ◆ Consider personnel matters
[Idaho Code §74-206(1)(a) & (b)]

- ◆ Deliberate regarding an acquisition of interest in real property
[Idaho Code § 74-206(1)(c)]

II. ADJOURNMENT

Chairman Keegan



General Fund Board Report

As of July 31, 2018

	Prior Year	Current Year	Budget	Remaining	Remaining %
Revenue					
Tuition & Fees	(\$27,725)	(\$5,501)	\$0	\$5,501	-
County Tuition	\$1,800	(\$105,750)	\$0	\$105,750	-
State Funds	(\$14,481,345)	(\$21,235,633)	\$0	\$21,235,633	-
County Property Tax	\$2,317,844	\$161,917	\$0	(\$161,917)	-
Grant Management Fees	\$0	(\$39,431)	\$0	\$39,431	-
Other	(\$40,165)	(\$10,265)	\$0	\$10,265	-
Unallocated Tuition	(\$339,718)	(\$388,170)	\$0	\$388,170	-
Departmental Revenues	(\$138,561)	(\$143,974)	\$0	\$143,974	-
Total Revenue	(\$12,707,870)	(\$21,766,807)	\$0	\$21,766,807	-
Expenses					
Personnel Expense					
Salaries	\$1,588,551	\$1,825,880	\$0	(\$1,825,880)	-
Variable Fringe	\$346,985	\$389,196	\$0	(\$389,196)	-
Health Insurance	\$370,332	\$376,520	\$0	(\$376,520)	-
Total Personnel Expense	\$2,305,868	\$2,591,596	\$0	(\$2,591,596)	-
Operating Expense					
Services	\$352,963	\$483,201	\$0	(\$483,201)	-
Supplies	\$160,171	\$41,337	\$0	(\$41,337)	-
Other	\$5,934	\$0	\$0	\$0	-
Capital	(\$22,000)	(\$82,080)	\$0	\$82,080	-
Institutional Support	\$316,929	\$332,698	\$0	(\$332,698)	-
Transfers	\$0	\$0	\$0	\$0	-
Total Operating Expense	\$813,998	\$775,157	\$0	(\$775,157)	-
Total Expense	\$3,119,866	\$3,366,753	\$0	(\$3,366,753)	-
Rev/Expense Total	(\$9,588,004)	(\$18,400,054)	\$0	\$18,400,054	-



College of Southern Idaho
Head Start/Early Head Start

Program Summary for July 2018



Enrollment

Head Start ACF Federal Funded	457
Head Start TANF	12
Early Head Start	92
Total	576

Program Options

Center Based (PD/PY; FD/PY) Pre- K, Early Head Start -Home Based, Early Head Start Toddler Combo.

Head Start Attendance

July Head Start Overall Attendance	*Out for Summer
July Head Start Self Transport Attendance	*Out for Summer
July EHS Toddler Combo Attendance	81%
Number of IEP's/IFSP's	49

Meals and Snacks

Total meals served for July	295
Total snacks served for July	298

Documents for Board Review and Approval: Financial Reports; Self-Assessment

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE OF BUDGET	REMAINING BUDGET %
SALARIES	\$ 2,618,170.00	\$ 201,291.45	\$ 1,343,914.25	\$ 1,274,255.75	48.7%
BENEFITS	\$ 1,791,666.00	\$ 118,917.18	\$ 770,957.48	\$ 1,020,708.52	57.0%
OUT OF AREA TRAVEL	\$ -	\$ -	\$ -	\$ -	
EQUIPMENT	\$ -	\$ -	\$ -	\$ -	
SUPPLIES	\$ 115,205.00	\$ 882.36	\$ 36,504.42	\$ 78,700.58	68.3%
CONTRACTUAL FACILITIES/CONST. OTHER	\$ 496,335.00	\$ 14,614.75	\$ 252,573.08	\$ 243,761.92	49.1%
TOTAL DIRECT COSTS	\$ 5,021,376.00	\$ 335,705.74	\$ 2,403,949.23	\$ 2,617,426.77	52.1%
ADMIN COSTS (9.0%)	\$ 402,084.00	\$ 29,481.01	\$ 191,295.76	\$ 210,788.24	52.4%
GRAND TOTAL	\$ 5,423,460.00	\$ 365,186.75	\$ 2,595,244.99	\$ 2,828,215.01	52.1%
IN KIND NEEDED	\$ 1,368,752.00				
IN KIND GENERATED	\$ 904,423.72				
IN KIND (SHORT)/LONG	\$ (464,328.28)				
PROCUREMENT CARD EXPENSE	\$ 7,281.18	2% of Total Expense. Detailed report available upon request.			

CACFP	Repair/Maint	Food	Non-Food	Total for Month	YTD Expense
Total All Centers	406.58	-	3,297.45	3,704.03	100,603.24

HEAD START T/TA

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE	REMAINING BUDGET %
OUT OF AREA TRAVEL	\$ 33,624.00	\$ -	\$ 12,088.21	\$ 21,535.79	64.0%
SUPPLIES	\$ 2,609.00	\$ -	\$ 114.31	\$ 2,494.69	95.6%
OTHER	\$ 15,317.00	\$ -	\$ 11,239.71	\$ 4,077.29	26.6%
GRAND TOTAL	\$ 51,550.00	\$ -	\$ 23,442.23	\$ 28,107.77	54.5%

IN KIND NEEDED	\$ 12,888.00
IN KIND GENERATED	\$ 5,132.00
IN KIND (SHORT)/LONG	\$ (7,756.00)

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE OF BUDGET	REMAINING BUDGET %
SALARIES	\$ 579,081.00	\$ 48,689.26	\$ 330,315.62	\$ 248,765.38	43.0%
BENEFITS	\$ 375,897.00	\$ 27,473.42	\$ 185,028.74	\$ 190,868.26	50.8%
OUT OF AREA TRAVEL		\$ -	\$ 225.00	\$ (225.00)	
EQUIPMENT		\$ -	\$ -	\$ -	
SUPPLIES	\$ 17,562.00	\$ 93.39	\$ 4,753.24	\$ 12,808.76	72.9%
CONTRACTUAL FACILITIES/CONST. OTHER	\$ 131,188.00	\$ 7,619.06	\$ 58,006.16	\$ 73,181.84	55.8%
TOTAL DIRECT COSTS	\$ 1,103,728.00	\$ 83,875.13	\$ 578,328.76	\$ 525,399.24	47.6%
ADMIN COSTS (9.0%)	\$ 85,948.00	\$ 7,342.01	\$ 46,868.36	\$ 39,079.64	45.5%
GRAND TOTAL	\$ 1,189,676.00	\$ 91,217.14	\$ 625,197.12	\$ 564,478.88	47.4%
IN KIND NEEDED	\$ 297,419.00				
IN KIND GENERATED	\$ 225,646.88				
IN KIND (SHORT)/LONG	\$ (71,772.12)				
USDA	Repair/Maint	Food	Non-Food	Total for Month	YTD Expense
Total for All Centers	\$ 35.35	\$ -	\$ 628.09	\$ 663.44	\$ 5,393.01

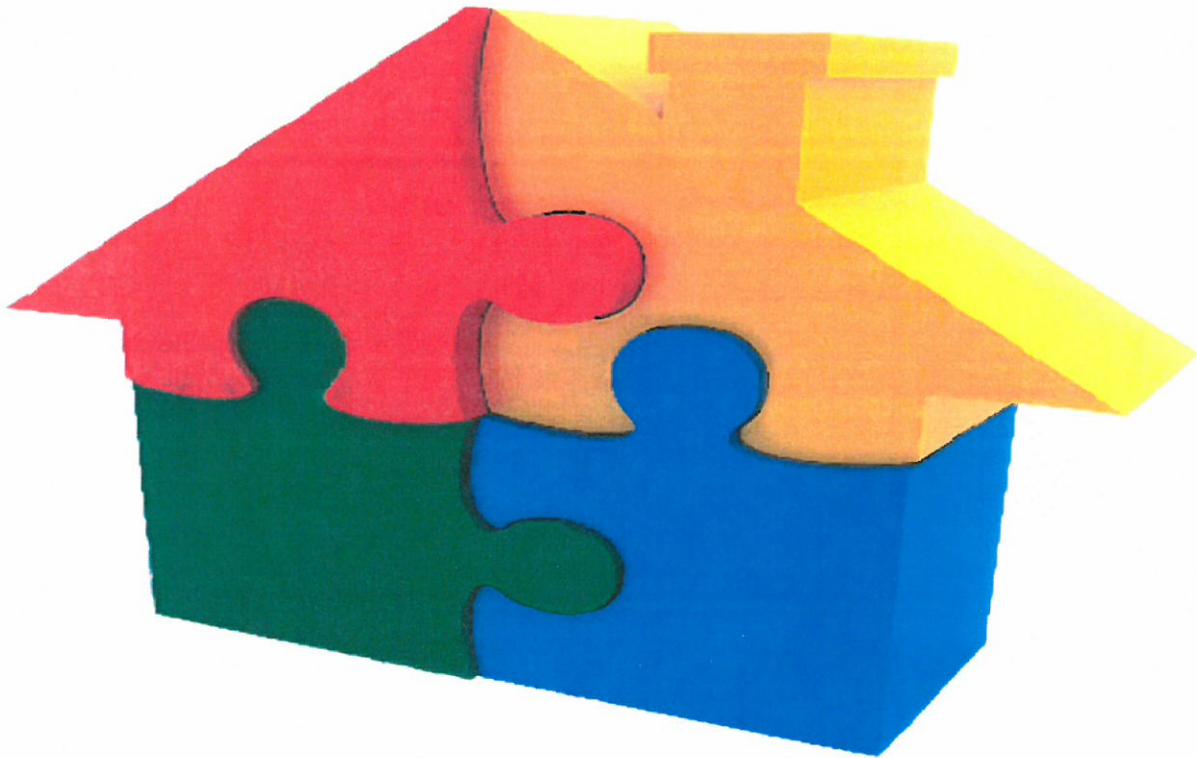
EARLY HEAD START T/TA

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE	REMAINING BUDGET %
OUT OF AREA TRAVEL	\$ 13,694.00	\$ -	\$ 3,389.49	\$ 10,304.51	75.2%
SUPPLIES	\$ 2,379.00	\$ -	\$ 1,440.23	\$ 938.77	39.5%
OTHER	\$ 12,854.00	\$ 35.00	\$ 2,555.00	\$ 10,299.00	80.1%
GRAND TOTAL	\$ 28,927.00	\$ 35.00	\$ 7,384.72	\$ 21,542.28	74.5%
IN KIND NEEDED	\$ 7,232.00				
IN KIND GENERATED	\$ 8,982.00				
IN KIND (SHORT)/LONG	\$ 1,750.00				

College of Southern Idaho
Head Start/Early Head Start

2017-2018

Self-Assessment Report and Improvement Plan



Introduction

The College of Southern Idaho (CSI) Head Start/Early Head Start (HS/EHS) is an alliance of children and families, staff and volunteers with a commitment to create lifelong learners by ensuring school readiness and healthy development through quality, comprehensive services. These services are designed to strengthen the whole family, within their own communities, via the relationships created between HS/EHS and their children. The program's infrastructure recognizes parents as the primary educators of their children and elicits parent participation at all levels. All involved have the chance to thrive in an environment with a variety of opportunities for growth in academics and abilities, as well as in self-awareness, in acceptance of individual differences and in recognition of self-worth. CSI HS/EHS uses data obtained through the Annual Self-Assessment to ensure the highest quality of services are provided to the families we serve. CSI HS/EHS conducts a comprehensive Self-Assessment process each program year. The Self-Assessment teams are comprised of program staff, parents, Policy Council and community members. These teams are led by the content area Specialist or Coordinator who guides the team through the evaluation of data collected; through program on-going monitoring, OHS monitoring results and external audits. Data is analyzed for effectiveness and progress in meeting program goals and objects as well as implementing and complying with Performance Standards, federal and state laws and regulations.

2017-2018 Self-Assessment Area of Focus - FY 2018 Head Start Monitoring Protocols Focus Area Two

Self-Assessment Procedures

Annually CSI HS/EHS conducts a Self-Assessment using the following guidelines:

1. The Leadership Team will prepare for Self-Assessment by:
 - a) Setting the time period during which the Self-Assessment will take place.
 - b) Each Specialist will gather and review data collected through OGM in their content area.
2. Specialists will lead the Self-Assessment team in their content area and recruit qualified team participants to include program staff, Policy Council members, parents and community members.

3. Teams will work together to determine if data collected aligns with Program Goals, Work Plans and Performance Standards. Then the team will identify strengths, area of concerns, and out of compliance or systemic issues. The team leader will utilize the diversity of the team to problem solve any concerns or out of compliance issues.
4. The Leadership Team will synthesize all information gathered, analyze the findings and develop improvement plans to strengthen any areas identified in the Self-Assessment as "Areas of Concern" or "Non-Compliance". Improvement Plans will include the following information:
 - Identification of areas of needing improvement or area of non-compliance;
 - Specific steps to improve or strengthen identified areas;
 - Responsible person(s); and
 - Timeframe for completion.
5. A written report will be drafted of the Self-Assessment findings and Improvement Plans. The report will be submitted to Policy Council and the CSI Board of Directors for their approval.
6. CSI HS/EHS will then implement the approved Improvement Plans.

This policy is based on Section 641 A (g) of the Head Start Act and Head Start Performance Standard 1304.51(i)(1).

For the 2015-2016 Self-Assessment CSI HS/EHS used the 2016 Head Start Monitoring Protocol as their tool to conduct the Self-Assessment.

Fiscal

Data Sources:

CSI's Accounting System (Jenzabar), Accounting Policies and Procedures and staff interview.

Interviewers: Mancole Fedder, Hannah Sharpe, Sherry Sodic

Interviewed: Ruby Allen, Lynette Brackenburg, Jay Thurber, Kandy Soto, Debbie Skaar and Diana Durfee.

Areas of Strength:

The program has excellent fiscal support and internal control through the College of Southern Idaho. They administer our payroll, accounts payable and receivables. The Financial Services Coordinator prepares financial reports on a monthly basis that outlines all funding sources and accrued expenses including P-card expenditures and CACFP fiscal data. These reports are distributed to both the CSI Board of Trustees and Policy Council for review. The college monitors all fiscal procedures closely. The details of the Fiscal policies and procedures are in the Accounting Procedures workbook. All Federal and CSI specific policies are followed and practiced.

The center supervisors and specialist that were interviewed had a good grasp on the main ideas of our financial infrastructure such as:

- Staff that is involved with fiscal operations.
- How the budget is ran.
- Spending allow ability.
- PC and board members involvement.

The small details were less known such as:

- The documentation needed to write the fiscal part of the grant.
- How we upload and submit the grant and financial reports.

Areas of Concern:

The Head Start program needs a more detailed purchasing policy. Annual trainings are needed to refresh all purchasers of the policies and procedures.

Out of Compliance/Systemic Issue Found:

At this time nothing is out of compliance and no systemic issues were found.

Training Objective: No Training Needed				
Expected Outcome: Up-dated policy purchasing procedures.				
Strategies	Time Line	Lead Role	Data Tools and Measurements	Funds Needed
Up-date fiscal policies to include a more detailed purchasing procedures.	June 2019	FSC		\$0.00

Education and Child Development Services

Data Sources: Interviews EHS and HS staff, COR Data, CLASS Data, PQA Data

Areas of Strength:

Staff are able to identify how child assessment data is used for continuous improvement. They use data from child assessment and children's interest to drive the curriculum teaching practices and help achieve school readiness goals. Staff share child development/progress of children with parents in a variety of ways during the year. This includes home visits, parent teacher conferences, daily notes EHS, and family reports twice a year. Staff support children with a disability in the classroom and help provide them the necessary services through referrals. Staff receive feedback on their teaching practices through coaches, supervisor, MHP, CSS, and CSC. Staff have received a variety of training and documents regarding curriculum and ELOF. Staff support families and children with dual languages through materials, labeling in classroom, home visitor/teacher speaks home language, newsletters, and forms in home language.

Areas of Concern: CLASS Data

Out of Compliance/Systemic Issue Found: None at this time

Training Objective: Provide more training and classroom support around CLASS. Work with teachers to use Professional Development of My Teachstone more frequently to apply to classroom setting.				
Expected Outcome: Staff will increase scores in three domains of CLASS.				
Strategies	Time Line	Lead Role	Data Tools and Measurements	Funds Needed
Provide training at pre-service on CLASS/High Scope Curriculum.	August 2018	Children Services Specialist/EHS Deputy Director	CLASS PQA	\$0
Coaches provide support to teachers in the classroom at least monthly.	Monthly starting August 2018.	Coaches	Teacher Goals	\$0
Teachers will use My Teachstone monthly to view professional development regarding CLASS.	Monthly starting August 2018	Lead Teachers and Assistant Teachers	My Teachstone	Already included in grant funds

Child Health Status and Care (Head Start/Early Head Start)

Data Sources:

- Staff and parent interviews
- Child file reviews
- 7 interviews (EHS Family Educators, EHS Coordinator, EHS Assistant)
- Child File checklists (4 North Side, 4 Twin Falls, 3 Minidoka)

Areas of Strength:

- The program has had positive experiences working with agencies in the community who help provide resources to families.
- Head Start and EHS staff use Child Plus 3035 Report/ 45- 90 Day Report as tracking guides to complete and stay current on health items. EHS also uses Action Summaries
- The EHS Coordinator and the EHS assistant assist in keeping staff on track by reminding them about what needs to be collected and what is late or missing.
- EHS Caseload reviews also help staff be aware of what has been collected and what still needs to be collected.
- When staff becomes aware of late or missing data they have plans in place to collect the missing/late data. Incomplete Service Agreements (ISA) are completed and put in the child's Child File until required documentation is received.
- Health information is being relayed to children and families. Topics discussed include: The importance of the well-child exam, vaccinations, lead testing, hearing and vision screening, dental, nutrition, and safe health practices.
- Head Start and EHS Family Educators are aware of the importance of building a positive relationship with the families in the program. Families often seek out family educators for support and assistance.
- Nurse Home visitors are a great asset to the program. Nurses complete home visits with EHS pregnant mothers to improve the outcomes of pregnancy, and to improve infant health and development. Nurses also provide training on Medication Administration to all Head Start and Early Head Start staff. This year the SCPHD Nurses provided lead testing at centers and tested over 100 children for lead.
- Individualized classroom training is provided to staff that have children with medical conditions.
- Child Health plans are completed by a nurse and/ or the program's Health Specialist in order to train classroom staff on individual medical conditions and create health plans for children with specific health needs.

Areas of Concern:

None

Out of Compliance/Systemic Issue Found:

None

Health Status and Care (Early Head Start-Enrolled Pregnant Women)

Data Sources:

Five interviews - EHS Family Educators, EHS Assistant, Center Supervisor and EHS parent

Areas of Strength:

- Family Educators are informed about the required lessons (health, dental, nutrition, prenatal/ postnatal health information, safe sleep, breastfeeding etc.) that need to be reviewed with enrolled pregnant women and are aware of how often lessons need to be reviewed.
- EHS staff are aware of the importance of building a positive relationship with enrolled pregnant women and their families.
- Family Educators are aware of local comprehensive services and community resources available to pregnant women and help women get connected to services.
- There are a variety of methods used to seek out resources: community resource guide, online, asking South Central Public Health District nurses, asking Head Start/ EHS coordinators and specialists, asking center supervisors, and asking other family educators.
- The Family Partnership Agreement/ Survey is a tool used to gather additional information about the enrolled pregnant women. The short term and/or long term goals are based around prenatal and postnatal care.
- Nurse Home visitors are a great asset to the program. Nurses complete home visits with EHS pregnant mothers to improve the outcomes of pregnancy, and to improve infant health and development.
- Newborn visits are conducted by a South Central Public Health District nurse and EHS home visitor. The EHS staff understand that the newborn visit needs to be scheduled within two weeks of the child being born.

Areas of Concern:

None

Out of Compliance/Systemic Issue Found:

None

Disabilities and Child Mental Health

Data Sources:

- Interviewed classroom staff
- "For the Parents of a child with special needs" booklet.
- Documented in CPE & child's file
- IEPs in Minidoka School District take 2-3 months to complete.
- Staff attend IEP / IFSP meetings with parents when possible.
- MHP is available to meet with parents when they have a concern about their child.
- MHP completes general classroom observations looking for adult/ child interactions
- Individual observations with parent permission

Areas of Strength:

- Classroom staff know the child's interests and strengths by observing them, using the COR and working with the children.
- Staff provide parents with support by attending IEP / IFSP meetings with parents and by giving them a copy of the "For the Parents of a child with special needs" booklet.
- The staff members that were interviewed all stated that they have a good relationship with the Disabilities Coordinator.
- Having a Mental Health Professional on staff is a great asset to our program.
- The Mental Health Professional is available to complete individual child observations when there is a concern about a child and meet with staff and parents.
- The Mental Health Professional will refer children to their physician if there is a concern and will refer families to community counseling if there is a need.

Areas of Concern:

- None

Human Resources (Standards of Conduct and Criminal Record Checks)

Data Sources:

- New hire packet.
- Standards of conduct signed by new employee- Also in parent and staff calendar.
- Notice of violation form will document what area of standards of conduct was violated.
- Lead Teacher screening criteria screening tool is updated as needed. (written by job description)
- CS and Lead Teachers are constantly observing staff's conduct and reminding them.
- CO staff Coaches, MHP, DC, HSS,
- Active Supervision: use white board, counting children, zoning, checking on children when in bathroom, counting when going out/ returning, loading/ unloading bus
- Attendance sheet for fire drills and outside staff have backs against wall

Areas of Strength:

- HR reviews with new employee Standards of conduct and has them sign.
- Also available in staff and parent calendar.
- There is an effective process in place to screen applicants for specific jobs positions.
- Active Supervision training is offered at various times a year.
- Daily reminders are given by multiple staff members: CS, Lead, CO staff (MHP, DC, HS, CSS, CFTSC) among others
- Coaches are a big asset. They help with ideas on how to provide active supervision while in the classroom, outside and during transitions.
- Classrooms are using a form Active Supervision Implement Plan (staff zone chart)
- Teach stone videos- whiteboard attendance

Areas of Concern:

None

Out of Compliance/Systemic Issue Found:

None

Monitoring Program Performance/DATA

Data Sources:

- Performance standards
- Work Plan
- Local government (SC Public Health)
- South Central Public Health District
- Child Plus
- Health and Safety checklists

Areas of Strength:

- Every HS employee does 4 hours minimum of training and is CPR and First Aid certified.
- The program data for quality of child health and safety practice is collected and addressed in a timely manner.
- The child health data collected is reviewed and talked with parents and/or families to help them understand child health needs and/or concerns.
- Performance standards and Health and Safety checklists are followed throughout all HS facilities.
- The Child Plus (computer data record system) is very helpful in tracking child health records.
- The Health Specialist is able to see health screening results and Immunization records and give staff directions on what to do next in order to keep the child up to date on health needs.
- Center staff use Child Plus reports to track health records.

Areas of Concern:

No found areas of concerns

Nutrition

Data Sources:

- Staff interviews
- Staff records (paperwork)
- Cycle Menu balanced for appropriate nutrients.
- USDA production records
- RD meal observations
- Food allergy forms, meal modifications.

Areas of Strength:

Family Style meals are served at all sites.

Each child is given the choice to put foods on their plate as it is passed around the table.

Children are encouraged to take/try food but they are not forced to.

Classroom staff lead by taking/trying a little of each food.

Classroom staff model basic table manners including, "please pass" and "thank you".

Children are given the opportunity to

- Learn self-help skills by setting tables, counting cups, plates, silverware and napkins.
- Learn about foods using the "Color me healthy" lessons provided by Eat Smart Idaho program.

Center Supervisors, classroom and home visitors are knowledgeable about resources that are available to parents within our program and community and families are referred to WIC and/or the Eat Smart Idaho program.

Staff members have a good relationship with children.

Food Service Managers that have been with the program for many years have good understanding of policies, procedures, and paperwork. They are able to keep up with production sheets and attendance.

Food Service staff receive nutrition training every year at Pre-service. Topics such as

- Medical Statement to request special meals, approved milk substitutions
- Reviewing the updated Cycle Menu, Market Brand Nutrient Survey, Market Basket- Price Comparison

Food Service Managers prepare good/healthy food that the children enjoy.

- Food Service Managers find different ways to prepare and present foods that children "don't" like to get children to try them.
- All Food Service staff members seem to be comfortable in the kitchen and have the knowledge to prepare good, healthy food for the children.

The program contracts with South Central Public Health District for dietitian services. The dietitians are available to meet with parents of children with special dietary needs. Dietitians also complete classroom meal observations and help review the cycle menu.

The Cycle Menu meets CACFP guidelines. A variety of color and textures are served in the foods.

Menu revisions take place yearly, updates & improvements are completed as needed. Alternative foods are served for children with food allergies or religious preferences.

The program is in compliance for with CACFP regulations for the food service program.

Areas of Concern:

Head Start referrals to dietitian based on weight (overweight) have not been successful this year.

Interviews with Center Supervisors and teachers determined that they feel it has become more difficult to gain rapport/ build trusting relationships with parents due to less home visits. So when staff offer referrals to a nutrition consultant for children that are overweight, parents are less open to accept the referrals.

The program is following performance standard procedures to refer children that need additional follow up to the appropriate source. The program is in compliance.

Training Objective: To provide information about healthy eating to Head Start children and their families whose enrolled child (ren) has been identified as needing a referral to a dietitian based on weight (overweight)				
Expected Outcome: Families of children and children will receive information about healthy eating.				
Strategies	Time Line	Lead Role	Data Tools and Measurements	Funds Needed
Health Specialist will meet with contracted dietitians to come up with a solution to provide families with nutrition information.	June/ July 2018	Health Specialist	Updated MOUs	Nutrition contract
Health Specialist and Dietitians will look at other ways to provide information to families. The Referral to Nutrition Consultant form will be revised in order for parents to be more receptive to accept the referral and to provide parents with more opportunities to receive nutrition consultant services other than just for over- weight and underweight. The nutrition consultations will also cover picky eating, and other nutrition topics.	Center Trainings Scheduled throughout the school year	Dietitians	Updated nutrition outline for dietitians	
	Form revised in the Summer 2018	Health Specialist	Referral to Nutrition Consultant	
Eat Smart Idaho Nutrition Educators will provide training to classroom staff on methods to introduce healthy eating to Head Start children.	Center Trainings Scheduled throughout the school year	Dietitians Eat Smart Idaho Nutrition Educators	Color me Healthy MOU	Nutrition contract

Out of Compliance/Systemic Issue Found:

1302.92 Training and professional development.

(a) A program must provide to all new staff, consultants and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.

(b) A program must establish and implement a systemic approach to staff training and professional development designed to assist in acquiring or increasing the knowledge and skills needed to provide high – quality, comprehensives within the scope of their job responsibilities, and attached to academic credit as appropriate.

Training for Food Service Managers.

New Food Service Managers are not fully trained on CACFP regulations, production sheets and appropriate documents (paperwork) necessary within 90 days of hire.

One new Food Service Manager (FSM) was unaware of some required CACFP paperwork and how to complete required paperwork.

Some of the documents that the new FSM needs training on are: meal count sheets, inventory lists, temperature sheets, and how long CACFP records are kept on file.

4 out of 9 Food Service Managers have struggled to understand the inventory process and how to complete the inventory forms. They are beginning to figure it out but still feel additional training would be helpful.

2 Food Service Managers at larger centers find it difficult to step away from their duties in the kitchen to complete paperwork. They need to give more responsibility to their assistant cook.

1 out of 9 Food Service Managers have struggled to stay current on their production records during this school year?

Trainings for Food Service Managers are continually cancelled. Food Service Managers feel that they are not being fully trained when new CACFP paperwork is given. They seek help from other FSM's or past FSM's but are sometimes unable to get the answers they need in a timely manner.

Training Objective: To provide Training for Food Service Managers.				
Expected Outcome: New Food Service Managers will receive training on CACFP regulations, production sheets and appropriate documents (paperwork) necessary within 90 days of hire. Food Service Managers will receive on- going trainings in order to receive appropriate help with CACFP paperwork and be kept up to date of changing CACFP regulations.				
Strategies	Time Line	Lead Role	Data Tools and Measurements	Funds Needed
New Food Service Managers will receive training on CACFP regulations, production sheets and appropriate documents (paperwork) necessary within 90 days of hire.	Pre- Service	CACFP Monitor CFT Services Coordinator	Sign in sheets FSM Training notes, Copies of handouts	
Food Service Managers will receive on- going trainings in order to receive appropriate help with CACFP paperwork and be kept up to date of changing CACFP regulations	FSM Trainings Scheduled throughout the school year	CACFP Monitor CFT Services Coordinator Dietitians Eat Smart Idaho Nutrition Educators	Sign in sheets FSM Training minutes, copies of power-point Presentations Copies of handouts	CACFP Program Funds
In order for Food Service Managers to review what was said at the trainings, minutes will be taken, typed up and e-mailed to each FSM and their supervisor.		CACFP Monitor CFT Services Coordinator	Sign in sheets FSM Training minutes, copies of Presentations/ handouts	CACFP Program Funds

Facilities- (Equipment & Safety and Materials)

Data Sources:

- Facility Equipment
- Work order binder
- Interviews with staff
- Child care License binder
- Interviews – Center Supervisors and custodians

Areas of Strength:

- All staff submit “work orders” by e-mail to John and cc Jay. They determine priority
- Fire inspections are completed annually
- Staff are trained on Facility Safety and Emergency Preparedness at pre- service by CFT Services Coordinator.
- All staff that were interviewed are aware that chemical are to be kept locked up and out of reach of children.

Out of Compliance/Systemic Issue Found:

- This process needs to be more of a written policy as this is a relatively new Performance Standard.
- 3 out of 9 centers were checked. All three centers had MSDS binders. And the 3 Center Supervisors were aware of the MSDS binders but did not check to see if they were accurate or up to date.
- There (has not been a formal written) protocol in place for Material Safety Data Sheets, (no standard or designated) storage location and no staff member has been assigned to keep them current.
- Material Safety Data Sheets are not monitored by anyone or at any specific time.

1302.47 Safety Practices (a) A program must establish, train staff on, implement and enforce a system of health and safety practices that ensure children are kept safe at all times. A program should consult Caring for Our Children Basics available at http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf, for additional information to develop and implement adequate safety policies and practices described in this part.

REFERENCES: **Caring for Our Children**

Head Start Centers should provide staff with hazard information, including access to and review of the Material Safety Data Sheets (MSDS) as required by the Occupational Safety and Health Administration (OSHA), about the presence of toxic substances such as, cleaning, sanitizing and disinfecting supplies in use in the facility. The MSDS explain the risk of exposure to products so that appropriate precautions may be taken.

1302.47(b) A program must develop and implement a system of management, including ongoing management, including ongoing **training, oversight, correction and continuous improvement** in accordance with 1302.102 that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety.

1302.102 (b) (1) Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and their applicable federal regulations as described in this part, and must:

(iv) Implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings.

Training Objective: Training staff on Material Safety Data Sheets- Center staff will be trained on storage, maintenance and monitoring. These will be discussed during the center work day at the beginning of the year. The Center Supervisor will designate one individual at their center to oversee updating the MSDS Sheets. Center Supervisor's will monitor monthly to ensure accuracy of the binder. A standardized location will be identified so all center staff knows where these are stored.

Expected Outcome: Center staff will know who is in charge of MSD Sheets and where to locate them, if needed. The Center Supervisor will ensure that Material Safety Data Sheets are current, along with the chemicals that are used at the centers.

Strategies	Time Line	Lead Role	Data Tools and Measurements	Funds Needed
Training will be provided to center staff on: <ul style="list-style-type: none"> • Identifying a staff member to be in charge of updating/ monitoring Material Safety Data Sheets. • Ensure that chemicals that are used at the centers have a Material Safety Data Sheets on file. • Center staff will know where to locate MSDS in case of an emergency. • Ensure that all staff are aware of the purpose of having Material Safety Data Sheets. 	Pre-service Center Work Day As needed	CFT Services Coordinator	Sign in sheets Monthly Center Supervisor Report Add a check box to this report	Program

Transportation

Data Sources:

- Interviews
- Observations of loading and unloading children on and off the bus

Areas of Strength:

All staff interviewed and observations conducted indicated that the program uses the same procedures for loading and unloading children. The program uses a cross check, count/scan/count method, name called as children arrive or depart. Three adults initial the pick up/drop off sheet and staff are held accountable with on board observations.

Areas of Concern:

None

Out of Compliance/Systemic Issue Found:

None

ERSEA

Data Sources: Staff Interviews, Child Plus, ERSEA Work Plans, Performance Standards, attendance records and Center Recruitment Logs.

Areas of Strength:

- All staff interviewed had a clear understanding how the program determines if a family qualifies for services and which child is accepted to fill an open slot.
- Each center has a recruitment process that reaches low income families in their service area.
- Center staff understand the importance of attendance and promote good attendance with families.
- Center Supervisors and ERSEA Coordinator monitor attendance for systemic issues.
- Program maintained full enrollment throughout the entire year.

Areas of Concern:

1302.16 Attendance (a) Promoting regular attendance.

Program yearly average attendance has consistently been 85% for five years. The program would like to see this average rate increase by 5% next program year.

Out of Compliance/Systemic Issue Found:

None

Family Services

Data Sources: Staff Interviews and Family Staffing's

Areas of Strength:

- Staff understands how to program gathers data on participants and why this information is important.
- Family Partnership surveys provides Home Visitor with a baseline of a families strengths and area of need.
- Program focus on encouraging parents to engage in their child's education.
- Education Specialist has informative trainings for all classroom staff throughout the program year.
- The program encourages parent involvement.
- Love and Logic a research-based parenting curriculum offered throughout the program year in different communities, so all families have an opportunity to attend.

Area of Concern:

None

Out of Compliance/Systemic Issue Found:

None

Summary

Leadership Team met on June 11, 2018 to review Self-Assessment Content Reports and Program Goals. Program Goals were updated to demonstrate progress. New strategies were added to Program Goals to address systemic or out of compliance issues found during the Self-Assessment Process.

Strategies added to Program Goals:

- Up-Date Fiscal Policies to include a more detailed purchasing procedures.
- Increase Head Start referrals to dietitians in order to provide parents with training opportunities on nutrition.
- Food Service Managers will receive on-going training of CACFP regulations and documentation.
- Policy written on Material Safety Data Sheets (MSDS), training of policy and on-going monitoring added to Facility Safety Checklist.