



Jefferson County Board of Education
Head Start / Early Head Start Program

2012-2013 Self-Assessment Findings

Methodology

The 2012-13 Jefferson County Board of Education (JCBE) Head Start/Early Head Start Program self-assessment period was from January 17-25, 2013. Those involved in the collection of information for the self-assessment were Policy Council parents, ambassadors, community representatives and Early Childhood staff. Additionally, parent and staff surveys on school readiness were conducted and file audits preceded the self-assessment, occurring from October through December 2012.

Prior to the self-assessment, Parent Representatives and staff were trained on the process. Teams were formed and Early Childhood staff was identified to lead each team. Eight teams comprised of four to six members included: parents, specialists, coordinators, liaisons and resource teachers. The teams observed and assessed classrooms, conducted interviews and performed file audits. The Family and Community Partnerships (FCP) intake team audited student files located in the early childhood office while Policy Council parents assisted with interviews of staff. The transportation coordinator formed teams that observed transportation services.

The 2013 *Office of Head Start Monitoring Protocol*, school readiness parent surveys, interviews, and observations were used for gathering information. The Monitoring Protocol was used to develop interview questions and checklists for assessing our program and services. The Self-Assessment teams reviewed the following areas: Health Services; Nutrition Services; Safe Environments; Transportation Services; Disabilities Services; Mental Health Services; Family and Community Partnerships; Education and Early Childhood Development Services; Fiscal Management; Program Design and Management; and, Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA). The final report is a compilation of individual area reports. The Self-Assessment Final Report is presented to the Policy Council and Board of Education, along with a Corrective Action Plan for areas of improvement.

Instruments Used For Program Self-Assessment

1. The Office of Head Start Monitoring Protocol, 2013
2. Interview instruments developed from the Office of Head Start Monitoring Protocol, 2013
3. Checklist developed from the Office of Head Start Monitoring Protocol, 2013
4. Parent and staff school readiness survey

Governance

The following Program Governance Area strengths were identified:

1. The Assistant Superintendent for Curriculum serves as a liaison between the Jefferson County Board of Education (JCBE) and the Policy Council.
2. The Board is comprised of individuals from the Jefferson County community who bring a wide-range of professional expertise and knowledge to the body.
3. The Policy Council's community representatives have diverse professional expertise and experience related to the goal and mission of Head Start/Early Head Start.

The following Program Governance exemplary practices were identified:

1. The Jefferson County Public Schools Head Start/Early Head Start Program is accredited through AdvancED (formerly Southern Association of Colleges and Schools (SACS).)
2. There is collaboration with District departments to provide additional services to children and families, i.e. Maintenance/Facilities; Transportation; English Second Language (ESL); Exceptional Child Education; Public Relations and Community Development; Research and Accountability, Human Resources; and Nutrition Services.

Areas for Improvement:

1. Consider looking at ways to improve attendance by all Policy Council members at monthly meetings.
2. Develop a monthly report list that is provided to the appropriate parties.

Human Resources

The following Human Resource Management area strengths were identified:

1. Employee records are well maintained and comprehensive. Records include appropriate documentation for wages/tax concerns, criminal records checks, training records, employment applications, and job performance appraisals.
2. Documentation demonstrates Human Resources services to and support of staff and volunteers.
3. New employee agency orientation is conducted by the Jefferson County Public School district's (herein after referred to as District) Human Resources Department.
4. Supervisory staff has attended specific training in human resources.

The following Human Resources area exemplary practices were identified:

1. Wages and benefits are consistent with those used by the District and the Commonwealth of Kentucky.
2. Grantee collaborates with JCPS Human Resources Department on policies, procedures, and hiring.
3. The program collaborates with Campbellsville University to provide CDA's for instructional staff.

Areas for Improvement:

1. Provide all new staff with an Early Childhood specific orientation.

Fiscal Integrity

The following Fiscal Integrity area strengths were identified:

1. The program has in place fiscal policies and procedures that are in accordance with the District guidelines that insure proper separation of duties and internal control.
2. The program has qualified and dependable staff in positions that have knowledge of how to process the large volume of Head Start and Early Head Start financial transactions.
3. A code of conduct and guidelines for ethical behavior are included in the District's Board Policy and Procedures for all staff. In addition, staff is required to abide by the State of Kentucky's Model Procurement Law for the purchasing of all goods and services and in doing so, uses the District's Purchasing and Accounts Payable Departments.
4. The program uses JCPS's financial systems that support payroll, time and attendance accounts, receivable/payables and grants and awards accounting.
5. Grantee staff wages are reasonable, reviewed annually to assure comparability with local rates, are monitored by the District's collective bargaining agreement governing instructional staff and follow the same scale as all JCPS District employees.
6. JCPS District Audits are performed annually by external auditors and are ongoing by their Internal Audit Department and by Federal and State Examiners as required by certain grants and awards. The grantee has had no findings for four years.

The following Fiscal Integrity area exemplary practices were identified:

1. Follows JCPS Policies and Procedures for internal controls and segregation of duties and responsibilities for the management of the programs financial/accounting transactions and staff compensation.

Areas for Improvement:

1. To continue to expand the financial/management reporting system to provide program managers with accessible financial and programmatic information to enhance overall program management.

Child Development and Education

The following Child Development and Education area strengths were identified:

1. The program has developed and is implementing its school readiness plan.
2. The program uses the Classroom Assessment Scoring System (CLASS) to assess classroom interactions and has a training plan for all instructors based on the data of the class system.
3. All classrooms are unique to the community of families that they serve while implementing the program's educational curriculum.
4. Over 95% of the instructional assistants have their CDA's. Others are working on a plan of action to acquire their CDA certificate.
5. The state has implemented a screener to assess school readiness for all incoming kindergarten students. This data will allow us to compare children who participated in Head Start with those that did not to inform our program planning.

The following Child Development and Education area exemplary practices were identified:

1. All resource teachers are "CLASS Reliable". They deliver professional development and lead in the implementation of CLASS.
2. The Brigance-II Developmental Screening is administered in both English and Spanish.

3. Head Start/Early Head Start collaborates with PNC Bank, Louisville Science Center and KET to implement the “Grow Up Great” science program to increase student knowledge of science.
4. Embedded professional development is offered regularly to instructional staff. This embedded professional development is based on the assessment results and the developmental needs of children to improve child outcomes.
5. The program uses CASCADE, a web-based assessment data collection and analysis tool, to provide immediate feedback on preschool student’s progress and overall program performance. Reports are generated to summarize assessment findings and identify our professional development needs.

Areas for Improvement:

1. Develop a system for supporting English Language Learners (ELL).
2. Enhance efforts to maximize instructional time.
3. Enhance efforts to create an environment of acceptance and trust in early childhood classrooms.
4. Provide additional training on behavior guidance strategies.
5. Adult storage needs to be reduced to increase room for usable child space.
6. Instructional staff will be able to describe curriculum tools and resources and how they are used to guide instruction.

Child Health and Safety

The following Health Management area strengths were identified:

1. The Health Advisory Committee meets three times a year. Subcommittees meet to plan activities.
2. The grantee collaborates with Spalding University and University of Louisville to provide health services to children.
3. The collaboration with the JCPS Health Services Department enhances the quality and consistency of the services to children.

The following Health Management area exemplary practices were identified:

1. The children are transported to a central location for physicals and health/dental screenings within the first 90 days of school.
2. Families receive a newsletter that includes health related activities, resources and information concerning family and children’s health.
3. Early Head Start students receive vision screenings through KidSight, a community partner, at no cost to the program.

Areas for Improvement:

1. Investigate various reports for medical and dental exams.
2. Stronger collaborative efforts between classroom and Family and Community Partnerships staff so that health and nutrition messages are communicated clearly and consistently to parents.
3. Hand washing routines are not consistently followed.

Nutrition Services

The following Nutrition Services area strengths were identified:

1. Select classrooms are participating in the district's breakfast in the classroom pilot.
2. Children receive fresh fruit two or more times a week for snack.
3. Children are offered lunch choices.

Areas for Improvement:

1. Increase conversations between staff and children at mealtime.

Disabilities Services and Mental Health Services

The following Disabilities Management area strengths were identified:

1. The Disabilities Coordinator works closely with LEA Exceptional Child Education Coordinator to ensure the best placement for children with special needs.
2. ECE Resource Teachers work closely with classroom teachers, assisting with intervention strategies prior to making a referral to determine if there is a need for special services or if the intervention strategies successfully meet the child's needs.
3. JCPS operates ECE preschool classrooms that Head Start can be placed in if a more restrictive environment is needed.
4. Additional adult support is provided to classrooms where needed.
5. The program exceeds its 10 percent of children served with disabilities.
6. Parents of children scoring in the 'Atypical' range of the social emotional screening instrument are invited to participate in behavioral support workshops.
7. Implementation of the Second Step curriculum to enhance social development of children.

The following Disabilities Management area exemplary practices were identified:

1. Disabilities Liaisons are assigned to every Head Start/Early Head Start classroom to assist the teaching staff with concerns and implementation of a child's IEP. They share information and resources that help teachers to better meet the needs of children utilizing individualized interventions.
2. The program's collaborate with the University Of Louisville Kent School Of Social Work has resulted in innovative mental health consultation services.

Areas for Improvement:

1. Additional training is needed for teaching staff to provide for the needs of children with challenging behaviors.
2. To better, coordinate access to mental health services between education, mental health and family services.

Transportation

The following transportation management area strengths were identified:

1. The District employs at least one bus monitor for each bus route.
2. The program provides each family with a Parent Transportation Handbook.
3. The District utilizes buses on a multi-tier system to transport early childhood students separately from older students.
4. The District trains all bus drivers and bus monitors annually.

The following Transportation area exemplary practices were identified:

1. Door-to-Door transportation is provided except in apartment complexes, mobile home parks, or when the bus cannot maneuver on dead end streets.
2. Early Childhood staff is assigned on a daily, rotating schedule to remain at the early childhood office on “bus duty” to ensure that staff is available to monitor and document when all students are home safely.
3. The District makes bus monitor training available to all instructional staff.

Areas for Improvement:

1. Decrease the high turnover rate of bus monitors.
2. Provide ongoing bus activities for the bus ride.
3. Refine the transportation plan for ongoing monitoring to ensure that bus monitors are consistently following guidelines, including pedestrian safety by crossing the street with all children.

ERSEA

The following ERSEA area strengths were identified:

1. The program conducts bi-monthly audits of eligibility documents for accuracy and completion. This ongoing monitoring approach has found that there are very few corrections needed.
2. The staff is trained monthly on ERSEA procedures.
3. As part of our recruitment efforts, an application calendar is provided to the community and multiple application sites are available for the convenience of families.

Areas for Improvement:

1. Develop informational brochures and other forms of communication that provides to families and the community an overview of program services and the application process.

Family and Community Partnerships

The following FCP area strengths were identified:

1. Parents receive ongoing leadership training that supports their role as leaders in their family, the program, and the community.
2. All enrolled parents receive a subscription to the Parent Child Magazine. This magazine is also available to new and prospective parents at application sites, orientations and other events.
3. Parents have numerous opportunities to engage in program activities that enhance their parenting, advocacy and community support skills.
4. The program has developed a school readiness plan that increases parent knowledge of their role in supporting their child’s education.

The following FCP area exemplary practices were identified:

1. The program has a strong outreach effort to recruit and provide application opportunities in strategic locations throughout the community.

Areas for Improvement:

1. Parents take on a more active leadership role in the planning and delivery of Parent Center Committee Meetings (PCCM).
2. Increase FCP staff knowledge of Early Head Start services.
3. Refine program and individual transition plans for children leaving Early Head Start going into Head Start.
4. Develop written documentation of ongoing relationships with community partners.