



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

2013-2014 Self-Assessment Findings

Methodology

The 2013-14 Jefferson County Board of Education (JCBE) Head Start/Early Head Start Program self-assessment period was from November 2013- January 2014. Those involved in the collection of information for the self-assessment were Policy Council parents, ambassadors, community representatives and Early Childhood staff. Health and safety checks, file audits, classroom observations and parent interviews were conducted.

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) staff audited student files located in the early childhood office.

The 2014 *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, 2014
2. Interview instruments developed from the Office of Head Start Monitoring Protocol, 2014
3. Checklist developed from the Office of Head Start Monitoring Protocol, 2014
4. Health and Safety checklist
5. ERSEA file audit form

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. 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.
2. The Board approved general funds to build a center specific to early childhood.

Areas for Improvement:

1. To improve communication to insure that items requiring approval by the Board and Policy Council are presented in an efficient manner.

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. Program-wide all staff and parents have access to professional development that supports increased knowledge and skills

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. Continue to develop a more comprehensive orientation that moves beyond the scope of the employees unit.

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 five years.
7. Approval for instructional materials and supplies is connected to the overall goals for school readiness.

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.
2. To review the organizational structure to ensure that funding supports an effective personnel infrastructure.

Child Development and Education

The following Child Development and Education area strengths were identified:

1. 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.
2. The program has two CLASS certified trainers.
3. The data from the state Brigance Screener allows the program 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 eighteen curriculum resource teachers are "CLASS Reliable". They deliver professional development and lead in the implementation of CLASS.
2. Head Start/Early Head Start collaborates with PNC Bank, Stage One and KET.

3. 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.
4. The support of 18 curriculum resources teachers provides ongoing support and professional development to instructional staff.

Areas for Improvement:

1. EHS needs more materials and resources related to numbers and or science.
2. Enhance efforts to maximize instructional time.
3. Uses of effective transitions for wait times.
4. Provide additional training on behavior guidance strategies.
5. Adult storage needs to be reduced to increase room for usable child space.
6. Develop a system for supporting English Language Learners (ELL).
7. Refine policies that include ongoing monitoring for home visits and parent teacher conferences that enhance opportunities for more flexibility for these activities to take place.

Child Health and Safety

The following Health Management area strengths were identified:

1. The collaboration with the JCPS Health Services Department enhances the quality and consistency of the services to children.
2. The Health Coordinator participates on the JCPS Coordinated School Health Committee.

The following Health Management area exemplary practices were identified:

1. Families receive a newsletter that includes health related activities, resources and information concerning family and children's health.
2. Early Head Start students receive vision screenings through KidSight, a community partner, at no cost to the program.

Areas for Improvement:

1. Continue to work with JCPS Health Services and MIS to develop various reports for health requirements.
2. To continue to expand the use of CP to get accurate and timely reports that support follow up.
3. Improve hand washing routines.
4. Stronger collaborative efforts between classroom and Family and Community Partnerships staff so that health and nutrition messages are communicated clearly and consistently to parents.
5. Examine and refine procedures that monitor playground inspections.
6. Establish clearly defined processes and procedures for daily teeth brushing.

Nutrition Services

The following Nutrition Services area strengths were identified:

1. An increased number of classrooms are participating in the district's breakfast in the classroom program.
2. Children are offered lunch choices.

Areas for Improvement:

1. Provide resources to instructional staff on Increasing 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.

The following Disabilities Management area exemplary practices were identified:

1. The program's collaboration with the University Of Louisville Kent School Of Social Work has resulted in innovative mental health consultation services.
2. The program has access to JCPS special education department and all of its resources.

Areas for Improvement:

1. Additional training is needed for teaching staff to provide for the needs of children with challenging behaviors.
2. To effectively communicate and better coordinate access to mental health services between education, mental health and family services.
3. To monitor the implementation of the Second Step curriculum.
4. To expand the use of CP reports to reflect mental health services to families.
5. Identify and enroll 10% of Early Head Start eligible children with disabilities.

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. 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.
3. Provide ongoing bus activities for the bus ride.
4. Refine the process for providing parents transportation information

ERSEA

The following ERSEA area strengths were identified:

1. The program has a central location for intake.
2. The staff is trained monthly on ERSEA procedures.
3. The application calendar has been expanded to provide a yearly overview of application dates.
4. Health follow up done by Family Service Workers is entered into ChildPlus and a report can be run to document follow up.

Areas for Improvement:

1. Collaboration with JCPS Materials and Productions to design informational brochures and other forms of communication that provides to families and the community an overview of program services and the application process.
2. Enhance the system for monitoring data collection, data entry, and data analysis.

Family and Community Partnerships

The following FCP area strengths were identified:

1. Leadership training for parents is ongoing throughout the school year and it incorporates program governance, parent advocacy, school readiness and health and nutrition.
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. Throughout the school year, parents and child engagement activities are offer at a variety of times during the week and on the weekends. Activities are offered day and evening.

The following FCP area exemplary practices were identified:

1. Partnerships in the community support family access to community resources that support school readiness. These activities include Family Literacy at the Library and Dadventures.

Areas for Improvement:

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