



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

2014-2015 Self-Assessment Findings

Methodology

The 2014-15 Jefferson County Board of Education (JCBE) Head Start and Early Head Start program self-assessment period was January– March 2015. The self-assessment was impacted by 10 days of weather related school closings; therefore, placing some limitations on the process. The self-assessment process included parents and a diverse group of program staff.

In November, the self-assessment plan was developed and approved by Policy Council. The self-assessment process entailed the formation of teams, team assignments, data analysis, and observations. Teams consisted of six to eight members. The first phase of the self-assessment process was to analyze the file audits from August 2014- January 2015. This was followed by the compiling and analysis of the classroom and child assessment data, health and safety checks, classroom observations, and staff and parent interviews were the next phase of the process. In February and March 2015, the teams observed eleven classrooms and interviewed eleven parents. Four Family and Community Partnerships (FCP) staff were interviewed. The final phase of the process was the transportation observations. Ten bus rides and safety checks were conducted.

Western Kentucky (WKU) T/TA 2014 *Self-Assessment CAT Scan Comprehensive Approach and Tools* manual was used to develop interview questions for parents and staff. Home visiting reports, CLASS data, classroom file folders, and disability reports were used to analyze teacher and student performance. All other data was analyzed using program tools listed below.

Instruments Used for Program Self-Assessment

1. Western Kentucky University T/TA (WKU) 2014 Self-Assessment CAT scan, Comprehensive Approach & Tool.
2. Parent interviews questions developed from the Self-Assessment CAT Scan
3. Staff Interviews questions developed from the Self-Assessment CAT Scan
4. Program Health and Safety checklist
5. Program ERSEA file audit forms
6. Transportation ride forms
7. Infinite Campus home visit reports

Governance

The following Program Governance area strengths were identified:

1. We have an active and committed Policy Council.
2. Our officers all attended the NHSA conference.
3. The Board of Education provides additional funds through Title I and General Fund to enhance the program.
4. A center was purchased by the Board of Education that will be used for Early Head Start.

Areas for Improvement:

1. We are working to streamline information to the Governing Body of special events and information to share with parents.

Human Resources

The following Human Resource Management area strengths were identified:

1. Revised organizational structure.

Areas for Improvement:

1. Develop a training plan for site administrators.

Fiscal Integrity

The following Fiscal Integrity area strengths were identified:

1. An independent auditors and state auditors review grants and expenditures. Grant auditors also review the entire grants as a part of the school district. Our program has had clean audits with no findings for six years.

Areas for Improvement:

- 1 To work on completing a system to allow more in depth monthly financial statements to the management team.

Child Development and Education

The following Child Development and Education area strengths were identified:

1. There were positive interactions between staff and children.
2. The lesson plans were visible and in plain sight.
3. Classroom furnishings and materials were in good repair.
4. The team of 18 curriculum resource teachers that support instruction.

Areas for Improvement:

1. To increase the number of classrooms with a home visit compliance rate of 90% or above.
2. To increase the percentage of home visits in the home to 90% program wide, including home based.
3. Increase the emotional support and classroom organization scores on the CLASS observation tool.

Child Health and Safety

The following child health and safety area strengths were identified:

1. We have JCPS maintenance staff services readily available.
2. First aid kits were available and stocked with supplies.
3. Expanded use of Infinite Campus for health screening data entry and reporting.
4. Coordination with JCPS health services department.

Areas for Improvement:

1. To ensure ongoing inspection and maintenance of appropriate mulch depth on playgrounds.
2. Develop a plan for playground fencing at Phoenix School of Discovery.
3. Inconsistent use of hand washing.

Disabilities Services and Mental Health Services

The following Disabilities Management area strengths were identified:

1. Exceeding the required 10% of children with disabilities in Head Start.
2. Access to the ECE Resource Teachers.

Areas for Improvement:

1. The program needs to meet the 10% requirement for children with disabilities in Early Head Start.

Transportation

The following transportation area strengths were identified:

1. The district provides in-kind in the form of transportation services.
2. Door to door transportation is provided.
3. Operating a late bus duty desk to ensure that all children are delivered home safely.

Areas for Improvement:

1. Increased monitoring of arrival and departure times based on GPS data.
2. Continue to explore ways to decrease the high turnover of bus monitors.

ERSEA

The following ERSEA area strengths were identified:

1. Updated recordkeeping system that provides timely data from Infinite Campus to track child attendance.

Areas for Improvement:

1. To continue to enhance the system for conducting file audits.
2. Collaboration with JCPS Materials and Production to design informational brochures and other forms of communication to families in targeted recruitment areas.

Family and Community Partnerships

The following FCP area strengths were identified:

1. Development of family engagement Fridays where families can attend school with their children.
2. Offering a wide variety of family engagement events for families.

Areas for Improvement:

1. Expand the family service worker knowledge of child development, including CLASS observations and developmental screenings.
2. To increase parent attendance at family engagement events.
3. To develop a consistent policy on visitation at centers for parents and volunteers.