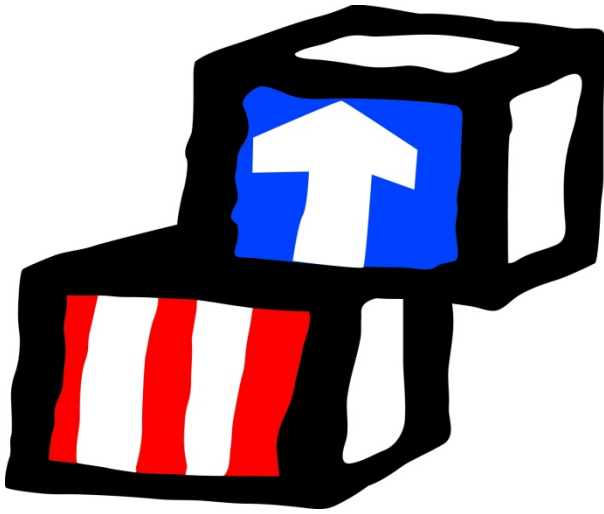


Jefferson County Public Schools Head Start/Early Head Start Program



2017 Refunding Proposal

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Jefferson County Public Schools Early Childhood Programs

Head Start and Early Head Start

2017-2018 Continuation Application Narrative

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Jefferson County Public Schools Early Childhood Programs

2017-2018 Continuation Application

Section I. Program Design and Approach to Service Delivery

SUB-SECTION A: Goals

1. The program goals identified below have been developed based on the findings of the community needs assessment and other data sources used to establish the need for child development and comprehensive services as outlined in the Jefferson County Public Schools Early Childhood Program’s 2016 Head Start and Early Head Start Grantee Application. The scope of work under the Head Start and Early Head Start grant for the 2017-18 funding year will be grounded on these established goals and objectives.
2. and 3. Long Term Goals, Short Term Objectives, Expected Outcomes and Progress Towards Program Impact

| Long Range Goals | Short Term Objectives | Expected Outcomes | Progress Towards Goals |
|---|--|--|---|
| 1. Kindergarten readiness will significantly increase in JCPS. | A. All components of the research-based Big Day curriculum will be fully implemented in all 3- and 4-year old classrooms as measured by classroom walkthroughs and observations. | A. Children served in JCPS early childhood programs will show progress the areas of physical, social-emotional, cognitive, language and adaptive skills development. | A. Classroom walkthroughs conducted from August until March indicates that teachers are embracing the new curriculum at a level of 99.3%. E-Walk data indicates that staff are implementing the vast majority of the curricular components. |

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| | <p>B. Best practices in early childhood education will be incorporated into classroom instruction as measured by CLASS, ITERS-R, ECERS-R, and Brigance Kindergarten Readiness Screener.</p> <p>C. A program-wide Positive Behavior Intervention and Support System will be developed and implemented to increase social-emotional health and provide appropriate tiered support systems, including mental health services.</p> | <p>B. Children will benefit from classroom instructional practices grounded in research that are consistently and effectively implemented in early childhood classrooms.</p> <p>C. Children will behave safely and demonstrate growth in social-emotional resiliency due the consistent implementation of a Positive Behavior Intervention and Support System in Early</p> | <p>B. The program’s most recent CLASS observation report scores indicate that we continue to move in the right direction in implementing best practices. The program has shown gains in all 3 areas of CLASS including instructional support, classroom organization, and emotional support. The program’s social emotional and instructional support scores indicate we are above the national average. Although scores are moving in the right direction, our program’s classroom organization scores have lagged slightly behind the national average.</p> <p>C. The PBIS Leadership team has held two meetings to begin the exploration of implementing Positive Behavior Intervention Supports in many of our early childhood centers for the 2017-2018 school year. A plan has been developed for rolling the system</p> |
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| | | Childhood settings. | out and classroom staff and other stakeholders will be trained on this new model during the pre-service period before students arrive in the fall. |
| Long Range Goals | Short Term Objectives | Expected Outcomes | Progress Towards Goals |
| 2. Parents and families of early childhood students will become knowledgeable and empowered to support their children's growth and development. | <p>A. A research-based parenting curriculum will be identified and implemented through classroom family engagement activities throughout the school year.</p> <p>B. Targeted family engagement activities based upon parent-identified needs will be facilitated by family advocates to improve family life practices that support child development and growth.</p> <p>C. Family advocates will facilitate providing wrap-around services for families to help eliminate barriers to school readiness.</p> | <p>A. Families will be better equipped to meaningfully engage as partners with the school to support their children's growth and development.</p> <p>B. Families will make progress towards their self-identified goals in improving family practices.</p> <p>C. Families will receive wrap around services to eliminate barriers for themselves and their children.</p> | <p>A. A committee with various stakeholders has been formed to review OHS approved parenting curricula for selection.</p> <p>B. A family engagement calendar for 2017-18 has been developed to strengthen family engagement especially for targeted needs.</p> <p>C. Training for family advocates on available community resources. Creation of community resource handbook</p> |
| 3. Early childhood classrooms will be staffed with highly trained | A. The number of certified teachers in all classroom types, including Head Start, Early Head Start and Blended | A. The proportion of certified teachers in Head Start classrooms will | A. The JCPS Early Childhood Program has 229 classrooms district wide. 57% of the classrooms are staffed with a |

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| <p>professionals who continue to participate in professional growth opportunities to become effective educators.</p> | <p>(Head Start and State Preschool) will significantly increase.</p> <p>B. Early Childhood instructional coaches will participate in intensive training on Practice-Based Coaching in order to fully implement the model to support ongoing professional growth and qualitative feedback to improve classroom instructional quality.</p> <p>C. Collaborative instructional planning and implementation will be expanded through professional learning communities (PLCs) across all</p> | <p>significantly increase.</p> <p>B. Instructional coaches will build their capacity to implement practice-based coaching and feedback to effectively impact instructional practices in Early Childhood classrooms.</p> <p>C. Professional learning communities in early childhood settings will become more high-</p> | <p>teacher holding IECE certification (132 classrooms). To ensure that our district continues to provide the highest quality of service to our students and families, preliminary discussions and planning is being developed to increase the number of IECE certified teachers in our Early Head Start program for School Year 17-18. We will continue to hire certified teachers as openings become available.</p> <p>B. The program’s child development and education specialist has been participating in various OHS trainings on the Practice-Based Coaching model. The program’s instructional coaches have participated in various trainings this year.</p> <p>C. The program hired a PLC facilitator to work with teaching teams and our instructional coaches to build capacity within schools and sites to</p> |
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| | Early Childhood classrooms. | functioning and result in more consistent quality instruction across classrooms. | engage regularly in research-based and data informed practices to improve learning outcomes. |
| Long Range Goals | Short Term Objectives | Expected Outcomes | Progress Towards Goals |
| 4. Community partners will be engaged in collaborative efforts with JCPS early childhood programs to improve child and family outcomes. | <p>A. Kindergarten summer camps will be expanded in scope and quality through partnerships with community entities such as the Jefferson County Public Education Foundation, the C E & S Foundation, the City Mayor’s Ready 4 K Alliance, Metro United Way, and the Archdiocese of Louisville Schools.</p> <p>B. Job-embedded and ongoing training and support will be provided to Early Childhood teachers by the National Center for Families Learning to strengthen child development strategies and enhance parent engagement efforts.</p> | <p>A. Summer learning loss will be mitigated for more preschool age children in the county, resulting in greater numbers of students who are Kindergarten-ready.</p> <p>B. More families will be meaningfully engaged in learning how to support their children’s education and development.</p> | <p>A. During the summer of 2016 Camp Ready4K was expanded to serve 1,000 students of which approximately 800 attended. The total number of centers offering services expanded from 3 the previous year to 10 in 2016. Results of the camp were very positive as indicated by the Kindergarten Readiness Assessment (Brigance) with a readiness level of over 75%.</p> <p>B. Our contract with NCFL expanded our partnership to include 7 early childhood centers. NCFL program staff provided job embedded coaching and training to instructional staff on best practices in literacy and language development. NCFL also hosted</p> |

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| | <p>C. A private-public partnership with Crocus Academy will be fully implemented to serve quality care and education needs for 2 year olds.</p> <p>D. Mental Health partnerships will be expanded with the University of Louisville, School of Social Work, and with a variety of mental health providers to facilitate a full range of services for children and families, including school-based, home-based and clinic-based therapy and acute medical evaluation and support.</p> | <p>C. The public-private partnership will successfully provide quality care and child development services to 2 year olds in an area with an identified need for services.</p> <p>D. Timely and relevant support for mental health needs of children and families will increase, and mental health support options for children and families will be expanded.</p> | <p>numerous family engagement events throughout the school year while providing research based activities to help families to support student learning.</p> <p>C. The Crocus Academy and the Board of Education approved the memorandum of agreement early this year, and the construction of the classroom and playground was completed. An open house was conducted and 8 children have been registered to attend beginning the 2nd week of April.</p> <p>D. Meetings have been scheduled with various mental health agencies to explore opportunities for collaboration and service delivery. Additional partners have also joined the Health Advisory Committee representing the mental health community.</p> |
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| | E. Transition strategies will be expanded, including a year-round Kindergarten Countdown with various community partners, and school-based targeted transition support through the Ready 4 K Alliance’s Transitioning Action Network. | E. More children will participate in Kindergarten transition activities and Kindergarten readiness across the district will improve. | E. Kindergarten Countdown’s efforts to expand transition activities to a year round approach have been well received in the community. Feedback from stakeholders at Kindergarten Countdown committee meetings indicate that the year round ongoing efforts are having an impact on helping families transition to kindergarten. |
| Long Range Goals | Short Term Objectives | Expected Outcomes | Progress Towards Goals |
| 5. Ongoing monitoring systems will identify strengths and areas of improvement, and propel the program towards maintaining high quality, efficiency and effectiveness in meeting program goals. | <p>A. Systematic ongoing review of compliance areas on the Head Start Performance Standards requirements, including health, attendance, documentation, etc. will be coordinated by the program’s compliance officer.</p> <p>B. Child and family data systems will be fully integrated and utilized to monitor progress, evaluate effectiveness of strategies, make mid-course corrections, and adjust goals and objectives.</p> | <p>A. Compliance areas will be regularly monitored and strategies will be developed and implemented to address any identified concerns.</p> <p>B. Strategic planning and program evaluation and improvement will be regularly informed by coordinated data systems.</p> | <p>A. Weekly monitoring of Shine Implementation partnership reports reflect consistent reductions of families with non-compliant health requirements. Family Advocate case notes document efforts to address identified concerns.</p> <p>B. Data Integration with state mandated reporting system (Infinite Campus) and database for Head Start students (Insight) have demonstrated marked improvement in communication of student health needs</p> |

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| | <p>C. Student and family data from multiple sources will be disaggregated and analyzed in collaboration with the JCPS Data Management and Research Development office to drive program decisions and the development of improvement goals.</p> | <p>C. Strategic planning and program evaluation and improvement will be regularly informed by coordinated data systems.</p> | <p>and family partnership goals. Program staff are able to monitor compliance with real time reports to ensure progress to meeting program goals.</p> <p>C. Established partnerships with JCPS Data Management and Research Development have increased with opportunities to provide reporting tools to assist with school readiness assessments. JCPS has been able to assist in providing disaggregated data for administrators and instructional staff to support students' individual goals.</p> |
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3. The following are Jefferson County Public School’s School Readiness Goals. The program utilized the Head Start Development and Early Learning Framework to guide the development of our readiness goals. The indicators from the Early Learning Framework are included in our School Readiness Goals. Numerous stakeholders were involved in the development of our School Readiness Goals. The School Readiness Leadership Team which established the goals is made up of parents, program staff, community members, and policy council members. Surveys were sent to all stakeholders asking for input on our goals. Policy

Council members were continuously briefed on the progress of establishing goals at Policy Council meetings.

| Jefferson County Public Schools' School Readiness Goals for 3 and 4 Year Olds | | |
|---|---|---|
| Central Domain | Sub-Domain | Goal |
| Approaches to Learning | Emotional and Behavioral Self- Regulation | P -ALT 2. Child follows rules and routines with increasing independence |
| Approaches to Learning | Emotional and Behavioral Self- Regulation | P -ALT 2. Child follows rules and routines with increasing independence. |
| Social and Emotional Development | Relationships with Other Children | P-SE 3. Child engages in and maintains positive interactions and relationships with other children. |
| Mathematics Development | Counting and Cardinality | P-MATH 3. Child understands the relationship between numbers and quantities. |
| Perceptual, Motor, and Physical Development | Gross Motor | P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. |

| Jefferson County Public Schools' School Readiness Goals for Infants and Toddlers | | |
|--|---|--|
| Central Domain | Sub-Domain | Goal |
| Approaches to Learning | Emotional and Behavioral Self- Regulation | IT- ATL 2. Child manages actions and behavior with support of familiar adults |
| Social and Emotional Development | Relationships with Other Children | IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. |
| Language and Literacy | Literacy: Print and Alphabet Knowledge | IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. |
| Cognition | Mathematics Development: Counting and Cardinality | IT-C8. Child develops sense of number and quantity. |
| Perceptual, Motor, and Physical Development | Gross Motor | IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions. |

SUB-SECTION B: Service Delivery

1. Needs of Children and Families

The Jefferson County Public Schools Head Start/Early Head Start program is located in northern Kentucky and has a population of more than 750,000 people. Louisville is the most populous county in the state, spanning 398 square miles and encompassing the state's government center in Louisville. The average per capita income is \$20,117 and more than 22.3% of all children in Jefferson County live at or below the federal poverty line. The needs of the children and families in Jefferson County has not changed since the initial writing of this grant.

2. Service Area

JCPS does not delegate services to any other agency. JCPS has entered a partnership agreement with Crocus Academy of Fegenbush to provide services to 8 eligible children and families by utilizing Early Head Start funding.

3. Justification of Proposed Funded Enrollment and Program Options

There are no changes in this area.

4. Centers and Facilities

JCPS has 117 blended classrooms across the district. On average, each classroom has between four and five Head Start seats with the flexibility to allow for great numbers of Head

Start child in any given classroom based on demand/need. Classrooms are staffed with both Head Start and Pre-K children, with teachers and instructional assistants in the rooms, therefore, our program far exceeds the Head Start performance standards.

5. Recruitment and Selection

JCPS has developed a comprehensive outreach and recruitment plan that has yielded far more applicants than available Head Start/EHS slots. We have far exceeded our initial goal of 10% enrollment of students with disabilities in our program. Currently 15% of the students enrolled in our Head Start program have identified disabilities.

6. Transportation

A total of nearly 3800 students participate in JCPS Early Childhood programs district wide. Two hundred twenty five buses are used daily to transport 79% of all students participating in the program (2983).

7. Educational Services

JCPS is committed to providing the highest-quality services to children and families. Due to meeting the criteria of being scientifically-based, developmentally-appropriate, providing continuity of care, and aligning to all relevant early childhood guidelines, both the *Creative Curriculum for Infants, Toddlers and Twos* as well as *Big Day for Pre-K* were selected by JCPS management and approved by Policy Council. Preliminary benchmark data as of March 2017 shows that more than 70% of students serviced in the JCPS program are Kindergarten ready.

8. Health

Health data will continue to be collected, analyzed and shared with all stakeholders to ensure that students and families are supported.

9. Family Services and Social Services

JCPS will continue to contract with SHINE to provide students and families with family and social services .

10. Early Head Start Specific

After careful review of enrollment data and in response to staffing challenges we are exploring a variety of service delivery approaches for Early Head Start including the creation of designated transition classrooms and a targeted home based model. Decisions will be made using our community assessment and other demographic data.

11. Transition

As the grantee of both a Head Start and an Early Head Start program, we are fortunate to be able to continue services for our Early Head Start children via transition rooms. These rooms serve Early Head Start children who turn three after the August first entry date which is a state mandated cutoff.

12. Coordination

As a school district, JCPS is the sole provider of state-funded Pre-K in the Jefferson County area. We do not participate in Kentucky's QRIS system, however, we do participate in the STARS for Kids Now program. The STARS program is a rating system for Licensed Type I, Type II and Certified Family Child Care Homes. Programs are rated using a one to five STAR system. Our families and staffing expectations are held to district standards which universally meet or exceed the highest level of accreditation for licensed childcare centers in Kentucky.

SUB-SECTION C: Approach to School Readiness

1. Child Assessment Data:

- a. Our program utilizes the Work Sampling System for Head Start Fifth Edition. Work Sampling is a developmentally appropriate research based child-level ongoing assessment system that is aligned with the Head Start Early Learning Outcomes Framework. Work Sampling addresses the needs of the whole child and includes components to assess our dual language population. For our Early Head Start students, we utilize the Ounce Scale System. Like the Work Sampling System, the Ounce Scale is a research based instrument that addresses all domains of development for infants and toddlers.
- b. All child level assessment data is entered into our district created CASCADE system. The CASCADE system allows us to generate reports at the teacher level, center level, and program level. Data is analyzed and disaggregated three times a year by the Assessment Committee which is a subcommittee of the School Readiness Leadership team. The Assessment Committee meets to review and discuss the data and advises the program on next steps for improving child outcomes. All assessment data and suggestions for next steps are shared with the Policy Council three times a year.
- c. The analysis of data is used to drive instruction throughout the JCPS Early Childhood Program. Brigance, CLASS and multiple formative assessments will be used to establish goals and measure individual students' progress towards Kindergarten readiness as well

as the overall effectiveness of our program. Parents are an integral part of our programs success; therefore, routine communication in various formats, including but not limited to, home visits, parent/teacher conferences, email, newsletters and phone calls will be utilized to ensure that parents are informed of their child's success and progress towards Kindergarten readiness.

- a. Child assessment data and other sources of data including student attendance and annual Kindergarten Brigance assessment results act as a catalyst that drives the decision making at all levels of the twelve program management, planning, and oversight systems. This data helps the program determine if our systems are operating cohesively to support our goals. Our analysis of data helps us ascertain the degree to which we are progressing towards our goals and making adjustments to practices in order to improve program quality and meet established goals.
- b. Parents and community members are informed of the results of progress toward meeting our school readiness goals on an ongoing basis at our Policy Council meetings, which are comprised of parents and community representatives. Progress is also shared with the Board of Education on an annual basis. Board meetings are public meetings and minutes are published online via the program's website. The program's communications department issues news releases highlighting key data, strengths, and areas for growth.
- c. Our ongoing analysis of data guides programmatic improvement in all areas, including: child level, family level, classroom level, center level, and program wide level as well as community level.
- d. To ensure fidelity of the assessment tools utilized, program staff are trained on best

practices in assessment on an annual basis. The program has also created and utilizes an Early Childhood Assessment Audit tool to maintain fidelity of assessment within the classroom. The audit is administered by trained instructional coaches. The results of the audits are utilized to develop action plans that target specific support to teachers and other program staff. In addition, the Practice Based Coaching model is employed to support teachers and staff in ongoing growth and improvement in their assessment practices.

2. Curriculum:

- a. The program has implemented a new curriculum known as Big Day for Pre-K. Big Day for Pre-K is a proven-effective comprehensive early-learning program that embraces children's natural curiosity and encourages them to explore and connect to the world around them. Developmentally appropriate practice included in every lesson begins with a question or experience to elicit children's input and increase children's engagement levels. The curriculum is integrated and addresses all domains of child development and the diverse needs of learners including dual language learners and children with special needs are met.
- b. Big Day for Pre-K curriculum is aligned to the domains of our program's child level assessment system i.e. Work Sampling. Both systems incorporate an ongoing approach to assessment through the use of anecdotal notes, work samples, photographs, and checklists.
- c. Houghton Mifflin Harcourt, the publisher of Big Day for Pre-K has developed a crosswalk document that shows the correlation of the curriculum with both the state early childhood standards and the Head Start Child Development and

Early Learning Framework. A link to the online correlation can be found here:

<http://www.hmhco.com/products/big-day-pre->

[k/pdfs/Head_Start_Child_Outcomes.pdf](http://www.hmhco.com/products/big-day-pre-k/pdfs/Head_Start_Child_Outcomes.pdf)

3. Staff-Child Interaction Observation Tools:

- a. The program utilizes the CLASS tool. Classrooms are assessed using the CLASS on an annual basis by a pool of certified CLASS observers.
- b. The program has developed a CLASS Implementation Plan. The CLASS Implementation Plan is updated on an annual basis listing the dates and in which classrooms the CLASS will be administered. The plan outlines specific protocols and guidelines for administering the CLASS tool. Staff are annually trained on the components of CLASS. Data from CLASS observations is used to help determine staff professional development. Targeted support is provided by instructional coaches using the Practice Based Coaching model.
- c. The program's CLASS Implementation Plan provides specific guidance on how the professional needs of classroom staff will be met, resulting in increased positive experiences and school readiness levels for students. The program's instructional coaches develop individual action plans with each staff member based on the results of their CLASS observation. In addition, the instructional coach utilizes the Practice Based Coaching model providing additional support to staff, ensuring the goals on the action plan are being met.
- d. The program's CLASS Implementation Plan outlines specific guidance on how the integrity and fidelity of the CLASS tool will be maintained. The program maintains a total of 23 reliable CLASS observers. These CLASS observers maintain certification

and reliability through Teachstone on an annual basis. The program also employs two certified CLASS trainers. These trainers provide support to CLASS observers and program staff in the administration of the CLASS tool.

Updates to School Readiness Approach

1. JCPS Early Childhood will continue to use formative and summative assessments to drive instruction throughout the program. Through the utilization of Professional Learning Community, data will be disaggregated and analyzed ensuring that professional development is appropriately aligned to our areas of growth. We will continue to use the assessments noted in our initial grant proposal along with the Big Day Curriculum and CLASS observations to move our district forward.
 - a. The program has had no changes in child assessment utilized since last year's application.
 - b. The program has seen a change in the curriculum utilized in our 3 and 4 year old classrooms. The program is called Big Day for Pre-K. Creative Curriculum was the previous curriculum.
 - c. There has been no change in the staff-child interaction observation tools being utilized by the program.
2. The most recent results for our program on the state's kindergarten readiness assessment have shown that we have made promising gains in all five domains of development with an overall readiness level of 60.5%. This is a 9.2 percent gain over the prior year's kindergarten readiness level of 51.3%. In fact, when compared to other Head Start programs in the state, which showed a readiness level of 48%, children enrolled in our

program show an advantage of over 12 percent.

JCPS KINDERGARTEN READINESS
2016-17 RESULTS

Table 2: Kindergarten Readiness by Prior Setting (parent reported)

| PRIOR SETTING | Number Tested | | Kindergarten Readiness Percentage | | Difference |
|---------------|---------------|-----------|-----------------------------------|-----------|------------|
| | 2015-2016 | 2016-2017 | 2015-2016 | 2016-2017 | |
| State Funded | 1,959 | 2,047 | 47.4 | 54.7 | 7.3 |
| Head Start | 668 | 750 | 51.3 | 60.5 | 9.2 |
| Child Care | 2,281 | 2,303 | 66.9 | 70.2 | 3.3 |
| Home | 2,271 | 2,319 | 27.4 | 27.3 | -0.1 |
| Other | 654 | 513 | 54.1 | 58.3 | 4.2 |
| Unknown | 29 | 26 | 27.6 | 23.1 | -4.5 |

3. Although the most recent kindergarten readiness assessment scores have shown tremendous gains over the prior year, we still have much work to do to ensure that at least 77% of children enrolled in our program are ready for school by the year 2020. This is a community wide goal that has been established by the mayor’s office, board of education, community organizations, and other stakeholders. To reach this goal, the program has implemented several measures to increase our readiness levels including:
- Expansion of summer Kindergarten Readiness Camps - an interactive and fun 4 week long program designed to help reduce summer learning loss in our students
 - Purchase of curriculum, classroom materials and supplies to target learning goals
 - Purchase of laptops and smart boards, enabling teachers to intentionally integrate technology into the classroom
 - Targeted training developed for classroom staff and support for new teachers
 - Hiring of 3 additional bilingual instructors to support our dual language population
 - Expansion of Professional Learning Communities (PLCs) to more of our centers

and support provided by our new PLC Coordinator

SUB-SECTION D: Parent, Family, and Community Engagement

1. Additions, deletions, or revisions to program Long Term Goals, Short Term Objectives, and Expected Outcomes
 - a. New program goals have been identified to empower families in supporting their child's growth and development, including the implementation of a parenting curriculum and enhanced family engagement activities based upon identified interests or needs.
2. Data sources used to support implementation and evaluation of PFCE goals and/or objectives
 - a. Families have the opportunity to participate in individualized goal-setting with Family Advocates which is documented in the Shine Insight data system. This system allows for the creation of specific objectives designed to move families toward goal attainment.
3. Data related to family progress that also supports school readiness
 - a. Family Advocates are now working with families on targeted, research-based life practice goals that are correlated to increased school readiness. Preliminary data indicates that these life practice goals enhance a child's ability to experience school success.
4. Communication to families of progress toward PFCE goals
 - a. Family advocates maintain communication with families as they monitor and assist them with completing objectives identified during the goal-setting process.

As goals are completed, families have the opportunity to establish new goals with supporting objectives.

SUB-SECTION E: Governance, Organizational and Management Structures, and Ongoing Oversight

JCPS has the demonstrated administrative and fiscal capacity to continue successfully managing and operating its EHS/HS programs. As the current EHS/HS grantee in Jefferson County, we have extensive experience with federal payment management systems and a seasoned administrative oversight team capable of guiding federal resources to the highest-impact areas for our EHS/HS programs. We are the 27th largest school district in the nation and have vast experience managing grants from multiple U.S. Departments including Education, Labor and Health and Human Services.

Effective Oversight by Senior Managers and Governing Board

The JCPS Board of Directors is comprised of a wide array of professionals and community leaders. This governing body provides the JCPS EHS/HS programs with extensive programmatic and business administration to facilitate program accountability, internal controls and monitoring and community support. Duties of the Board include, but are not limited to: approval of all policies and procedures and the annual operating budget, including monitoring of monthly programmatic and financial reports; completion of the annual evaluation of the Director of Early Childhood in concert with the Assistant Superintendent; selection and approval of the annual audit; review and approval of all funding applications to ensure concurrence with mission and vision and agency ability to fulfill program requirements; and Policy Council by-laws and selection criteria.

Our senior leadership team has sound fiscal and operations reporting procedures in place. We

review a weekly Manage By Information (MBI) report to ensure effective oversight of all program operations and will work together to closely coordinate all program operations. The MBI provides leadership with a dashboard view of key compliance items. To ensure accountability for federal funds, a review of the program's budget-to-actual, revenue-to-expense reports, and credit card expenditures (if applicable) will be a standing agenda item at our monthly Head Start Advisory Subcommittee and Policy Council meetings. Annually, both groups will also review the results of the A-133 audit. With strong systems, clear policies, experienced staff, and an engaged governing body and Policy Council, we ensure complete and total accountability for program operations and every dollar of federal funds. JCPS' Head Start leadership will also regularly produce, review, and discuss reports with the Board and Policy Council to ensure they have all the information they need to effectively execute on shared governance.

Including Policy Council in Decision-Making

JCPS recognizes that our parents are essential stakeholders in our decision-making process. We have designed our Head Start program to incorporate the Policy Council as a critical decision-making partner for the ongoing operation and strategic direction of our program. Parents play a vital role in governance of our program as evidenced by the 51% representation on our current Policy Council. The Policy Council approves all new hires and terminations of EHS/HS personnel. Members of both governance groups are thoroughly informed and offered training in the role of governance for the program's mission and purpose, not just cursory review and approval. While duties of the Policy Council mirror those of the Board for the most part, the Board is the final arbitrator in situations of impasse.

Ensure Representation of the Diverse Community Served

Our tripartite Board of Directors is made up of elected officials, leaders from the private sector, and representatives of the low-income communities we serve. They are true champions for JCPS' EHS/HS programs. The Board is comprised of a diverse group of capable leaders who are reflective of the community we serve. Members include:

Chris Brady was elected to JCPS's Board of Education in 2012. He is a medical technology trainer for Norton Healthcare specializing in the EPIC electronic medical record system. As a training professional, he has worked with educational institutions, non-profits and corporations. Chris, a proud JCPS parent, has organized local Brightside cleanups and volunteered for the Floyd's Fork Creek Sweep. He is also an active member of the Habitat for Humanity, the American Lung Association and the Young Professionals of Louisville.

Diane Porter was appointed by the Kentucky Education Commissioner in June, 2010 and later elected to serve on our Board in November, 2010. Diane is a graduate of the JCPS system and the University of Louisville. She has served as a teacher, counselor, assistant principal, principal and central office administrator in a career that spans over 40 years. She retired in October, 2009 as Director of Career/Workforce Education and the district's School to Career program.

Stephanie Horne is a business owner and real estate attorney with an exemplary career spanning more than two decades. She is a skilled negotiator, manages a staff and budget, works extensively with the public and manages an extensive client funds account daily.

Chris Kolb is a proud graduate of Atherton High School ('94), a JCPS parent, an experienced educator, and a community leader with a track record of advocacy for children. He earned a Ph.D. from Johns Hopkins University in 2009. As a professor of anthropology and urban studies

at Spalding University in downtown Louisville, he teaches and mentors hundreds of JCPS graduates.

Linda Duncan has been a member of the JCPS board since 2006. Linda holds multiple degrees in Education from the University of Kentucky and the University of Louisville and has taught English and Social Studies in grades 7-10 and English in grades 9-12 before serving as Assistant Principal at Fairdale High for the past ten years. Linda chairs the School Climate Committee, the School Attendance Committee and the Dress Code Committee as well as the Budget and Curriculum Committees. Linda is serving her second term as the At-Large Director of the Kentucky School Boards Association, having chaired various committees. Last summer, she was selected by the Governor to serve a two-year term on the State Curriculum, Assessment and Accountability Counsel. She is a member of the National School Board Association (NSBA), Federal Relations Network (FRN) team, having lobbied Congress on three different occasions with FRN, and recently served as an At-Large Delegate to the NSBA's Delegate Assembly.

Dr. Lisa Wilner is Executive Director of the Kentucky Psychology Association, is a licensed psychologist and a part time teacher at Bellarmine University. Her volunteer work has included PTA member and officer, Advisory Council member for the Noe Middle Youth Services Center, and assistant coach for the 2014 Champion Quick Recall Team at DuPont Manual High. A graduate of Yale University and the California School of Professional Psychology, Dr. Wilner is a long time JCPS parent, school volunteer and advocate for our children.

Chris Brady was elected to JCPS's Board of Education in 2012. He is a medical technology trainer for Norton Healthcare specializing in the EPIC electronic medical record

system. As a training professional, he has worked with educational institutions, non-profits and corporations. Chris, a proud JCPS parent, has organized local Brightside cleanups and volunteered for the Floyd's Fork Creek Sweep. He is also an active member of the Habitat for Humanity, the American Lung Association and the Young Professionals of Louisville.

Benjamin Gies holds a Bachelor of Arts degree from Bellarmine University in history, secondary education, and the liberal arts. He graduated magna cum laude as a first-generation college student with honors in the fields of history and education. He also holds a Master of Arts degree in American history with a focus in constitutional history and a minor focus in European history from the University of Louisville. He currently teaches U.S. history in Oldham County Schools and serves as vice president of the Kentucky Council for the Social Studies in addition to serving as a field representative for the nonpartisan Washington think-tank No Labels.

Effective Oversight, Monitoring and Assessment by Governing Board and Policy Council and Setting and Monitoring Priorities and Systems

Our Board of Directors, leadership team, and Policy Council have worked together to build systems for ongoing monitoring and self-assessment. The Early Childhood Leadership Team, consisting of Unit Managers, meets weekly to review operational issues relating to our EHS/HS programs. An expanded Leadership team, with the addition of Site Administrators, meets to review and respond, as needed. The Head Start Budget Committee, consisting of the Director, Unit Manager, program parent volunteers, the Board representatives from the Grants and Awards Accounting and Financial Planning Committee, meets monthly to review the EHS/HS financial statements as well as the Training and

Technical Assistance grants. These financial reports compare the budget to actual expenditures, encumbrances and available funds, the amount of non-federal share obtained and the percentage of allowable administrative costs. The detailed summary of the EHS and HS Basic and T and TA grants are uploaded to our SharePoint financial tab for unit manager and staff review, as needed. Our financial accounting system encompasses not only grant accounting but also includes modules for budgeting, accounts payable, payroll, purchasing, treasure management, accounts receivables and fixed asset accounting. All federal reporting requirements are completed through grants and awards accounting.

Additionally, JCPS has recently adopted the Shine Insight Data System. To ensure effective oversight of all program operations and fiscal operations, senior leadership will now also review a weekly *Manage by Information (MBI)* compliance data report, providing a snapshot of program performance in over 100 different measures. The most recently issued MBI report will also be reviewed at Board and Policy Council meetings. In addition, both the leadership team and our Board and Policy Council review a monthly report detailing the program's new hires and staffing changes, and other items required by the Head Start Act. With strong systems, clear policies, well-trained staff, and an engaged Board and Policy Council, we constantly ensure complete and total accountability for program operations and the spending of every dollar of federal funds.

Members of our Board of Directors, Policy Council and leadership staff are all invited to participate in our Quarterly Planning and Self-Assessment meetings. At these meetings, leadership staff reviews data from our Manage by Outcomes (MBO) quarterly report, which details what percentage of children are making progress on child outcomes, as well as other key metrics on family and health outcomes. Staff also reviews data from quarterly

measures selected to assess our progress in implementing the program's long-term goals.

An action plan for continuous improvement is also developed after each Planning and Self-Assessment meeting and the results are then submitted for approval to our Board and Policy Council. This data is summarized and used as the basis for an Annual Planning Meeting during which Board and Policy Council members use this monitoring data, self-assessment results and most recent community assessment information to jointly work with senior staff to revise and refine long-term goals. In this way, our Board and Policy Council are actively involved and shares decision-making in monitoring, planning, and self-assessment efforts.

Ensuring Compliance with Section 642 C of the Head Start Act

Our Board and Policy Council fully comply with Section 642(c) of the Head Start Act. As noted above, our Board and Policy Council receive the following: monthly financial statements, including credit card expenditures; monthly program information summaries; program enrollment reports, including attendance; monthly reports of meals and snacks; financial audit; annual self-assessment; community-wide strategic planning and needs assessment; program information reports; and communication and guidance from ACF. As a school district, our Board is comprised of elected officials, and per the exception clause in 642(c) of the Head Start Act, is not subject to the traditional composition requirements of a Head Start grantee governing body.

We support and encourage comprehensive family involvement in governance through participation in our parent committees and Policy Council. The Policy Council meets at least

once a month to review financial reports, participate in ongoing monitoring, complete the annual self- assessment and community assessment, and hold the program accountable to Head Start Performance Standards through the approval of the service plans. One representative and one alternate are elected from every two classrooms.

Management Systems for Program Planning and Self-Assessment

With the involvement of the Policy Council, the Board, Head Start staff, and community partners, JCPS has implemented a program planning process that seamlessly integrates self- assessment and ongoing monitoring activities throughout the year, activities built on our foundation of systems for recordkeeping and reporting. The section above details the process by which our management, recordkeeping and reporting systems is designed and implemented, including the MBI and MBO reports produced from our newly implemented Shine Insight Data System, our annual self-assessment process, ongoing data collection and analysis and community assessment information, to fully support our program planning, self-assessment, and monitoring.

The process for completing the Self-Assessment at JCPS' EHS and HS programs include five assessment teams composed of parents, Head Start/Early Head Start staff, administrators, Policy Council and Board members and community partners. These Self-Assessment teams were established, organized and trained in order to ensure the process is performed in the most effective and efficient manner. During the process of self-assessment, data is collected describing the status of overall program operations and compliance with Head Start Performance Standards by assessment team members via site visits, completion of observations, surveys, checklists, and by examination of lesson plans, child and family files, various monitoring reports, and enrollment eligibility determination and verification

information. The tools utilized to carry out an assessment include the Self-Assessment Comprehensive Approach & Tool, a Quality Assurance Health & Nutrition form, Quality Assurance Family File Check list, the Classroom Assessment Scoring System (CLASS), Personnel Checklist, Safe Environments Checklist, and the most recent Office of Head Start Fiscal Monitoring Protocol.

Areas assessed by the Self-Assessment teams include: Program Governance; Management Systems, Fiscal Integrity, ERSEA, Child Health and Safety (health, dental, mental health and safe environments), Family and Community Engagement, Child Development, and Education and Disabilities Services. After a detailed analysis of the data collected, program decision-making bodies write and approve a summary (including a comprehensive action plan) to ensure that the program continuously makes documented improvements in the quality of the services provided to children and families in the community utilizing systematic approaches. The objectives identified in the action plan are addressed/met and documented accordingly by the members of the leadership team.

Systems for Internal and External Communication, Recordkeeping, and Monitoring

JCPS utilizes a system of monitoring key indicators and benchmarks established by the Director of Early Childhood and Management Team to improve the tracking of both qualitative and quantitative data on a monthly basis to ensure outcome measurements are met. Monthly reports are provided to the Management Team, Policy Council and Board of Directors in order to monitor progress. Our ongoing monitoring:

- Determines compliance in accordance with guidelines established by the Head Start Performance Standards, state licensing regulations, and internal policies and

procedures;

- Identifies strengths and areas of weaknesses for continuous program improvement;
- Develops an improvement plan for areas of weakness, potential weakness, or concern;
- Substantiates excellence in program delivery of comprehensive services.

Ongoing monitoring involves most staff and is designed to ensure that monitoring results from all levels move upward through the organizational structure for program planning and decision-making processes. Our quarterly Manage by Outcomes (MBO) report, described earlier, aggregates information across each of these areas at the program-, center- and classroom-level. The MBO report is produced quarterly and shows us how many of the children transitioning to kindergarten are “on track” in literacy/language development, cognitive/math development, and social-emotional development. In each of these domains, we set a school readiness target score— essentially, a high but not perfect score on the WSS child assessment tool. These scores and selected domains are consistent with Head Start and Kentucky State frameworks.

Each quarter, after child assessments are completed, our education team and other leadership staff uses the MBO report to understand children’s progress towards school readiness, as well as other key indicators in family services and health. The MBO also includes data regarding children’s gains, and on subgroups (for example, children with IEPs), enabling us to more clearly understand and more effectively follow-up. In addition, individual child readiness reports are produced for each classroom, presenting a summary of assessment data for each child in that class. This enables teachers and educational leaders to understand each child’s development, both individually and as related to his/her classmates, and JCPS’

overall School Readiness Goals. The MBO report is shared with stakeholders at all levels of the organization, including parents, teachers, family services staff, program leadership and our governing bodies in order to encourage critical thinking and foster a shared vision for quality improvement.

Evidence of Successful Professional Development Efforts Leading to Qualified Staff

JCPS has always had an intense focus on recruiting, retaining, and providing rigorous professional development for our highly qualified staff. Full recruitment and retention plans are outlined in this document and evidence of our successful staff development systems are outlined below. Our structured approach for providing ongoing training and development opportunities for all staff includes individualizing coaching, attaching academic credit whenever possible, designing programming to build relationships among staff, and evaluating both staff and our professional development programming to improve outcomes.

All Head Start teachers and Instructional Assistants at JCPS are highly qualified, with the makeup of our staff going above and beyond current HS requirements. We require at least 50% of our teachers to have bachelor's degrees in Early Child Education or a related field, with a minimum requirement of an associates' degree in Early Childhood Education for Lead Teachers, and a CDA Credential for Assistant Teachers. Our goal is to have 100% of our Head Start teachers state-certified by the end of the project period. In this proposal, 140 Head Start classrooms will be staffed by state-certified Pre-K teachers, with the balance of our "Classified" lead teacher staff having either a baccalaureate, Associates' or CDA in Early Childhood or a related field. Among our Early Head Start instructors, all will have either a

BA, an AA or a CDA in Early Childhood Education with a focus on Infant-Toddler development.

JCPS offers our staff various educational incentives to continue to achieve their higher education goals. Our education staff receive tuition reimbursement for college and university courses to complete CDA's, associates, bachelors, and Master's degrees in ECE. We also offer non-classroom staff reimbursement for courses in ECE or those related to their jobs. We work with area colleges and universities including the University of Kentucky – Louisville, Spalding University, and Bellarmine University for direct billing to cover tuition, books, costs, and fees upon successful course completion and evidence of a passing grade. We require that once a degree or certification is completed, the newly credentialed individual work with JCPS for a period of two years. This ensures quality staff with limited turnover.

Every full-time EHS and HS teacher must attend at least 24 hours of classroom-focused professional development each year, and part-time staff are required to attend at least 18 hours of professional development annually. We have an established standard that such professional development must be high-quality, sustained, and intensive in order to have a positive and lasting impact on classroom instruction and teachers' performance. Our Professional Development Committee, working in concert with our School Readiness Specialist, determines the kind of training individual teachers need through ongoing communication with Education Specialists and by reviewing coaching packages for each teacher. Staff are encouraged to bring concerns, obstacles, and areas of training needed to the attention of their supervisor and coach and together, appropriate training is identified. Evidence of these trainings is maintained in staff files, indicating dates and types of training

staff have received.

We are also working to implement the Shine Early Learning Teacher Success Rubric (TSR) with all teachers (in Head Start and Early Head Start). These rubrics developmentally map the requisite knowledge and skills necessary to effectively teach EHS and HS children, and provide the backbone for teacher professional development throughout the year. With these tools, we can see whether a teacher is mastering or in need of refining in a range of areas and target the areas where a teacher is most in need of improvement.

Once we identify teachers' areas of needed professional development, our Professional Development Committee works to plan and implement training. The committee works closely with our School Readiness Specialist in the planning of professional development, with trainings including whole group, small group, and individual instruction models. Additionally, our teachers and assistant teachers have access to our "PD Central" database, listing hundreds of training offerings both from the District and partner organizations that all tie back to an established "Growth Plan". Further, the Professional Development Committee develops and distributes a training survey to all instructional staff at the start of each school year. The survey responses help gauge staff needs and desired growth areas and are used to plan training sessions.

We also provide pre-service and in-service training for all of staff throughout the program year to help improve skills and core competencies to better serve children in our programs. For example, we offer specialized opportunities for training in the following areas (among others):

- Infant, toddler, and preschool development
- Curriculum implementation

- Skills for working with children with disabilities
- Effective communication with children and their families
- Safety, sanitation, hygiene, health practices, and certification in infant and child

CPR We also bring in outside expertise to train our staff in the following essential program areas:

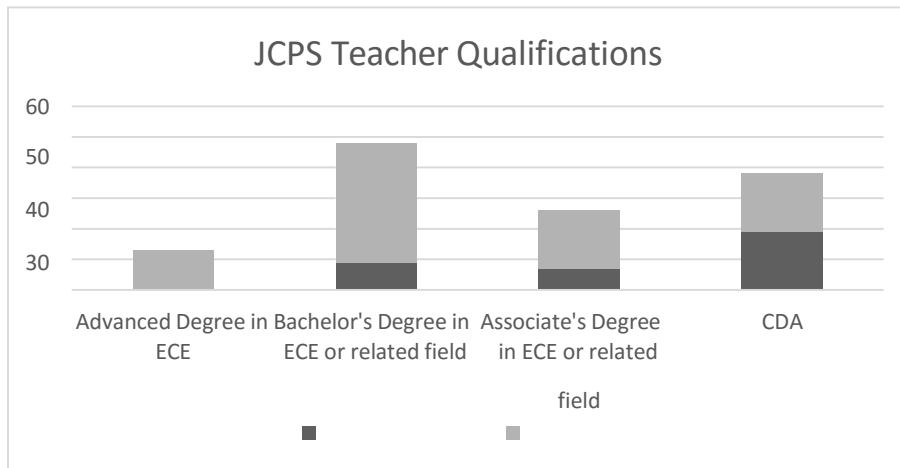
- *The Big Day* curriculum implementation; Science and math in preschool classrooms
- Program for infant and toddler care (PITC)
- Positive Behavioral Interventions Supports (PBIS)
- Working with children with challenging behaviors
- Medication administration for non-health care professionals

Our Professional Development Committee regularly evaluates professional development for effectiveness, and all training is documented and recorded in the JCPS “PD Central” database. These sorts of learning opportunities and trainings serve to motivate our staff and help them to master communication, run smooth processes, and handle challenges that may arise. Meanwhile, these act as preventive measures against complacency, frustration, and burnout that can occur when personnel do not have the strategies, tools, or coping mechanisms to manage various aspects of the working day.

Ultimately, our successful staff development system has allowed us to maintain a highly qualified staff, which enables us to execute our first-rate EHS and HS programs that have afforded our preschoolers a head start in kindergarten.

Staff Qualifications

Currently, our classroom staff exceeds the minimum qualification standards set forth in 645A(h) of the Head Start Act for Early Head Start, and 648(A) for Head Start. Our staffing patterns for lead teachers, according to our most recent PIR, are as follows:



In accordance with Head Start standards, more than 50% of our teaching staff have at least a Bachelor’s degree in ECE. Each of our Head Start assistant teachers holds an ECE-related bachelor’s degree, associate’s degree or CDA. Our EHS teachers have a bachelor’s or associate’s degree or an infant/toddler CDA. JCPS is able to leverage existing connections with local colleges, universities and CDA programs, attracting student teachers and recent graduates, to ensure that all new EHS/HS instructional staff are fully qualified and either meet or exceeds the standards for EHS/HS teachers, as set forth in the Head Start Act. We ensure that all future teachers meet our requirements and are fully qualified to lead a Head Start classroom and that all staff have the necessary credentials to execute our strong Head Start program. As stated above, it is our goal to have at least one state-certified teacher in each HS classroom.

Child-to-Teacher Ratios and Other Staff Caseloads

JCPS follows the EHS/HS Performance Standards regarding class size. We limit full-day classrooms with a majority of three-year-olds (which are rare in our program) to 17 children per classroom, and classrooms with a majority of four-year-olds to 20. For EHS

classrooms, our staffing plan meets the teacher-to-child ratios of 1:4, and a maximum group size of eight children. Additionally, our Instructional Assistants for Head Start classrooms are typically staffed at a ratio of 1.5 per classroom in multi-classroom sites, allowing for more robust coverage. In addition to this structure, our regular center-based staff and substitute pool serve as additional adults for support and coverage in smaller sites and where additional support is needed.

In our family partnership structure, we offer a tiered family services model. This allows for higher caseloads for our Family Engagement Advocates, who focus on individual and group-based work with our more self-sufficient families, and lower caseloads on average for our Advocates, who will work with children with disabilities and chronic health issues. It also supports the caseload of our Family Support Advocates who are either who are either Master's level or Licensed Social Workers specially trained to help support families with intensive needs or families in crisis. These staff work in a team structure – one Family Engagement, one H/D Advocate, and one Family Support Advocate each, with an average caseload of 150 students per team – averaging, overall, a caseload of 50 children per FTE, but tailoring the support provided to allow for individualized attention based on a family's specific situation and level of need.

Planning for Staff Absences and Vacancies

As discussed above, JCPS retains a pool of substitutes, who can fill in either long- or short- term as the need arises. Staff members who are already familiar with the children, curriculum, and daily routines in each center are ready to step in to lead the classroom, allowing for a smoother transition. Our procedure for securing qualified candidates for

vacant positions is described fully above. There is also a line item in our budget to accommodate staff leave and additional substitute hours as needed.

Employment Opportunities for Parents and Other Staff

JCPS believes that Head Start parents set the tone of our program for their children and the community. Engaged parents are intimately familiar with the HS philosophy and with their community and its needs, and have the greatest self-interest in operating a top-notch HS program. We promote active relationships among all staff and the families we serve. Parent and family engagement is critical to the success of our EHS/HS program and to ongoing learning and development. Family service staff encourage parents to be involved in all aspects of their child's development and to advocate for themselves and their child. For some parents, this conversation evolves into exploring employment opportunities with JCPS. Other parents, however, may not realize their own potential, which is why we actively recruit by sending flyers and letters, announcing available positions. Our EHS and HS parents (both current and former) are strongly encouraged to apply for vacant positions for which they are qualified. Our staff helps our parents through the application process, answering any questions. Due to the District's collective bargaining agreement, however, preference unfortunately cannot be given to any applicant. As of June 2015, 83 of our staff members are current or former Head Start or Early Head Start parents.

JCPS embraces every possible opportunity to grow and develop talent from within and our organizational structure provides meaningful opportunities for promotion for high-performing staff. We observe staff and require the creation of Professional Development Action Plans, allowing for the identification of those who are ready and

capable of taking on greater responsibilities. Further, our recruiting process, described above, enables us to cast a wide net into the local community to recruit the most qualified candidates for our centers. A community-based pipeline of talent is also created by our continued recruitment of volunteers, whom we encourage to springboard into full- or part-time employment.

Clear Plan to Evaluate Applicants and Current Staff

JCPS executes a clear and transparent process for reviewing qualifications of existing Head Start staff, including interviews and guidelines for hiring, as explained above. During the initial employee “probation” period, applicable to our classified staff members, managers conduct structured, competency-based interviews and our education staff conducts observations of all teachers and assistant teachers to make a final and fair assessment of fit with the position and the JCPS culture. All probationary staff have a 30-, 60-, and 90-day review. Certified staff participate in the Professional Growth and Evaluation System (PGES), the assessment method implemented by the Kentucky Department of Education as part of the Framework for Teaching, adopted in 2014. Due to our vetting process, nearly all probationary employees transition to full-fledged assets to our team.

At the heart of our approach is the commitment to treat all staff fairly, with open and honest feedback, assessment, and communication. We strive to hire the best talent, and through meaningful assessment and coaching, we set our teachers and staff up for success, all working towards the same goal – to ensure that our children are ready to thrive in kindergarten and beyond.

Ongoing Strategy for Professional Development and Managing Underperforming Staff

JCPS believes in growing and developing talent from within whenever possible and that is precisely why our organizational structure provides meaningful opportunity for promotions and increased responsibilities for high-performing staff. Our Professional Development Committee is responsible for planning and implementing training and development for all EHS and HS teachers and staff. Committee membership includes a combination of curriculum and ECE resource teachers as well as other ECE program staff. The committee works closely with the School Readiness Specialist in developing and locating quality training for our team. All JCPS EHS/HS staff receives an annual end-of-year performance assessments based on their job expectations and individualized professional goals from the previous year. Through this ongoing feedback and working with Committee members, staff will have the opportunity to establish goals necessary to improve job performance, receive appropriate professional development training and maximize each individual's job strengths while identifying areas that need to be improved. JCPS utilizes data driven decision-making when planning and implementing trainings and professional development for staff. This data includes child-level assessment data from Work Sampling and CLASS reports as well as ongoing monitoring data that is collected throughout the year. The Professional Development Committee works to use this data to plan throughout the school year. Additionally, members of the Committee develop and distribute a training survey to all instructional staff at the beginning of each school year. The survey helps gauge staff needs and is used to plan future professional development sessions. Training topics include but are not limited to: Differentiation/Individualization, Special Needs (ECE), Science MESS Guides, Family Engagement and Technology.

Goals for professional and personal growth will be actualized through individualized professional growth plans. Professional development for education staff will be tiered and tailored throughout the year according to the developmental progression of each employee. JCPS believes strongly that the success of our children and the quality of services we provide correlates directly to a well-trained team and that only through direct, open, honest feedback and coaching can we hope to deliver on our mission.

All JCPS Curriculum Resource Teachers complete a full coaching cycle at least once a month for each classroom they supervise. Embedded in this coaching model are a plethora of opportunities for professional development. Our Resource Teachers are the best in their field, with backgrounds in early childhood education, and provide teachers with ongoing coaching, professional learning community experiences, and differentiated professional development, engaging them in self-reflection and goal setting, helping them improve their practices across multiple domains of highly effective teaching practices. Finally, JCPS utilizes the Manage by Information (MBI) Reports from the Shine Insight data system to monitor key educational indicators throughout the year. JCPS brings all these tools to bear in the professional development of our teachers and staff.

Peer Support

At JCPS, we have found that our staff members are more effective when they participate actively in a community of learning. Our Professional Development Committee is responsible for implementing a robust schedule and timeline for trainings throughout the year, including whole-group, small-group, and individual school-based embedded professional development opportunities for staff, allowing our teams to collaborate and

problem solve around their individual and collective areas of desired growth.

Across the JCPS and Shine Early Learning comprehensive services teams, the Family Services, Health, and Mental Health and Disabilities leads will work collaboratively to use compliance, process, and outcome data to identify ways in which the team can collectively improve – and like our educators, will benefit from being a part of the larger JCPS and Shine Early Learning network. On a bi-weekly basis, service area leadership from JCPS and Shine Early Learning meet to discuss priorities and challenges and to problem solve collectively. Bi- annually, the service area directors gather to conduct self-assessment reviews of their progress, to design mid-course corrections, and, using outcomes data, to plan for operations in the subsequent year. This peer support is an attribute unique to JCPS and is a source of advantage to the children and families we serve.

Underperforming Staff

As described above, JCPS has an extensive professional development, evaluation, coaching, and peer support process. For those employees who are identified as underperforming, every effort is made to improve performance through targeted professional development and coaching—all with the goal of minimizing the detrimental effects of employee turnover. In the event that our interventions are not successful, with the assistance of our Human Resources Specialist, in concert with the requisite supervisors, employees will receive a Performance Improvement Plan and their shortcomings will be documented and discussed as part of the process of ongoing feedback. This process must be negotiated with the principals supervising the individual staff members. If the situation persists, an underperforming employee will be terminated pending Policy Council approval. Because of our selection process;

however, we rarely find ourselves in such a situation and are proud of our strong staff and incredible team that go above what's expected of them as they deliver high-quality, comprehensive services to children and families on a daily basis.

Professional Experience of Proposed Management Team

JCPS's EHS and HS senior team has meaningful experience in leading and improving, high-quality early care and education efforts.

Rina Gratz has served as our Director of Early Childhood since February 2017. As Director, she develops, plans, and implements our preschool program that meets OHS and the Department of Health and Human Services requirements, as well as state and district guidelines. She provides direct supervision of the EHS/HS staff, interacts with K-12 departments to assure a seamless educational transition for our students, and directs the development of curriculum and family services within the context of district goals and federal and state mandates. Gratz also assumes fiscal responsibility for our EHS/HS programs and activities. Prior to serving as Director, she served as Elementary School Principal at a JCPS school. Before that she was a Priority Schools Manager for the school district. Gratz has served in numerous leadership positions at the state level, including State Title III Director, and has worked with various school districts on behalf of the State Department of Education as a school improvement specialist, an equity consultant, and a literacy and primary education consultant. Gratz started her education career as a preschool and Kindergarten teacher and administrator.

Terri Davenport has served as our Compliance Specialist since 2015. She provides monitoring oversight for program implementation across all areas including family services and health contract with Shine Early Learning. Davenport brings over 20 years of experience in

education including both classroom and administrative experience. Prior to her current assignment she served as an Elementary School Principal in JCPS. She received her bachelor's degree in Elementary Education from the University of Louisville as well as her Masters in Education Administration. Currently she is a doctoral student in the Educational Leadership and Organizational Development College at the University of Louisville.

Stephanie Johnson has served as our Coordinator III since March 2016. Her responsibilities include Early Childhood recruiting, hiring and HR compliance efforts. She plays a central role in on-boarding new staff and collaborates with requisite committees to track orientation and professional development for new and seasoned staff. Johnson received her bachelor's degree in Elementary Education from the University of Louisville as well as her Master's in Education Administration from the University of Indiana Southwest. Prior to her current assignment she has served as an Elementary School Principal and Site Administrator in JCPS.

Michael Murphy has served as our Academic Program Consultant since 2012. He supervises our Special Education Resource Teachers and monitors the placement and assignments of all special education students that are transitioning from IDEA Part C to Part B. Additionally, Murphy coordinates transportation for our special needs children and maintains and submits all requisite federal and state special education reporting. Prior to this post, Murphy served as a JCPS special education resource teacher. He holds a Master's of Arts in Learning and Behavior Disorders P-12 from the University of Louisville and a Bachelor's of Arts in Middle School Language Arts/Learning and Behavior Disorders P-12 from Bellarmine University.

William Michael Tronzo, CPS, CGMA has served as our Budget and Management Operations Specialist since 2007, reporting directly to the Director of Early Childhood. He manages the day- to-day functions of the JCPS Finance and Accounting Department and supervises the finance staff. He is responsible for budget development, grant management, quarterly reviews, and forecast projections, and ensures that all accounting records are maintained and reported in compliance with federal and state guideline and General Accepted Accounting Principles (GAAP). Previously, he worked as an internal auditor for the District as well as Secretary/Treasurer for the Louisville/Jefferson County Metro Revenue Commission and as Chief Financial Officer of Henderson Electric Company. He is a certified Public Accountant and obtained his Bachelor of Science degree from the University of Louisville.

Jimmy Wathen has served as our Specialist II/Child Development and Education since July 2015 and as Specialist I since 2009. He has had a career in Early Childhood education that has spanned over 20 years, serving as a head start, kindergarten, and resource teacher before taking a leadership role at JCPS. He holds a master's degree in Early Childhood Education from the University of Louisville and a bachelor's from Western Kentucky University in Elementary Education.

Scott Young has served as our Specialist II/Operations Manager since 2004. He manages our day- to-day operations, overseeing facility maintenance, renovation and safety. Young also participates in program planning and quality improvement and manages and oversees our data management system. He will be key in the seamless implementation of the Shine Insight database and will manage the coordinator devoted to managing and inputting all data. He holds a Bachelor of Arts degree from the University of Kentucky.

Each of these leaders comes with a wealth of knowledge and experience in their respective areas of expertise, including business, financial management, early childhood education, information technology and human resources. To ensure consistent communication around major planning decisions, the Senior Leadership Team meets weekly to discuss plans and develop and monitor all policies for JCPS's EHS and HS programs. This management team has continually provided comprehensive, high-quality early care and education and has been effective and efficient in administering our EHS and HS programs.

Family Engagement and Health Services Introduction: Shine Early Learning

Based on input from our governing bodies, leadership staff, and external advisors, we have selected Shine Early Learning as our family services and health services partner. The driving force behind the selection of Shine Early Learning and the structure of our partnership comes from our commitment to increasing effective family engagement strategies and enhancing our outcomes in both family services and health. This model represents our attempt to have the best of both worlds: Shine Early Learning's high-impact family engagement / health services approach and JCPS's extensive experience directly serving young children in our service area. This combination has helped us efficiently and effectively improve the administration of the Head Start program. In our current approach, Shine Early provides dedicated staff to serve in key coordinator and family services / health roles. We will describe components of the model in greater detail, but in sum, we believe that by pairing Shine Early Learning's family services and health expertise with our local experience and extensive experience in early childhood education, we are able to truly enhance the quality of services provided by Head Start and Early Head Start in Jefferson County.

Shine Implement Model

The specific details of this approach are based on the Shine Implement model that was successfully launched in Toledo, Ohio, in 2014 as part of a partnership between Shine Early Learning and a local partner responding to OHS's Zero-to-Five Grant Funding opportunity for that community. The Office of Head Start enthusiastically embraced this approach as an innovative new model that can help local organizations dramatically improve the quality of Head Start programs in a short period of time. In Toledo, this Shine Implement partnership has produced amazing initial results. During the first four months since the initial award, the new grantee in Toledo and Shine Early staff, working together, have:

- Recruited, selected, and hired a uniquely diverse family service team that is reflective of the Toledo community; on-boarded and provided these staff with extensive training in an effort to implement a new set of systems for Head Start and Early Head Start children;
- Developed a comprehensive outreach and recruitment plan that led to the full enrollment of children and families, resulting in a waitlist within 60 days of being awarded the grant;
- Successfully initiated Family Engagement Network meetings with families, providing the foundation for strong parent involvement and program governance structure.

The success of this effort has been so swift and startling that the local grantee partner refers to the program as "Miracle by the Lake," signifying the extremely high level of results and success within the first 90 days of the grant being awarded.

Meeting Health, Mental Health, Nutrition and Oral Health Needs

Our health philosophy is centered on the proven fact that healthy children are best able to achieve school success. JCPS is committed to partnering with families and community partners to ensure that children receive appropriate health-related services to help close the achievement gap. To initiate this process, JCPS and Shine staff collaborate to guarantee that all infants, toddlers and preschool children receive the appropriate hearing, vision, dental, developmental, and social/emotional screenings within 45 days of entry into our EHS and HS programs and in the first 45 days of each program year thereafter.

Parents share health/mental health concerns with EHS staff during an initial home visit before children start school. Information is gathered from the Brigance Social/Emotional assessment and shared with education leaders and families. Additionally, the Ages & Stages Social/Emotional (SE) Screener is completed with staff and parents during the initial home visit. As of 2015, JCPS has adopted the Positive Behavior Intervention & Support pyramid model for supporting Social and Emotional Competence in children from the Center for Social Emotion Foundations for Early Learning. Mental Health Services are provided in partnership with the University of Louisville, Kent School of Social Work (KSSW) as well as the Community Collaboration for Children. After screenings are completed, evaluated and discussed with JCPS staff and the effected families, referrals to appropriate agencies are made. At any time during the year, the family may request that their child be specifically observed regarding any social/emotional concerns.

Per Kentucky state standards, initial physical exams are conducted within 60 days of a student's entry to the program. Within 60 days of entry into the program, per Kentucky State Standards, each child will complete a growth assessment and dental exam or screening

(as age appropriate), and if documentation of the child's medical home, dental home and hospital of choice are not present, JCPS staff supports each family in identifying a medical home. In the rare instance that parents deny permission for any of these screenings, the refusal is documented but also, we provide follow-up information, counseling/education and referrals to the family.

Using the data from 45- and 90-day screenings, as well as the 60-day physical results, we support families with follow-up and treatment for all prenatal, health and oral health concerns. If a doctor's report includes a care plan (e.g. for a chronic health condition or need for dental treatment), our school nurses complete PCP forms for the student and enter the results into Infinite Campus, which is the current system of record for health monitoring at JCPS. The program director meets weekly with the health team to review reports and create a plan to respond to the data. Our director also meets with the disabilities team every two weeks to review data on social-emotional and developmental screening results. Staff are responsible for follow-up on failed screenings.

To ensure that these screenings occur and appropriate follow-up is initiated, JCPS partners with Spalding University, University of Louisville Pediatrics, University of Louisville Dental School and the University KSSW. These partners will collaborate with the JCPS and Shine teams to make sure that every child in our program receives the full series of Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) required health screenings and exams, and has a medical and dental home. This partnership also supports parent education, prenatal care, and education regarding strategies to support children with health conditions.

JCPS works closely with our mental health provider partners including KSSW,

The Commission for Children with Special Health Care Needs and The Community Collaboration for Children, to provide developmental and medical evaluations, including speech, feeding, motor, and other developmental delays. Through the support of these and other community partners, we ensure that all children receiving EHS and HS services will receive quality health services to support their growth and development. JCPS also works with these partners to assist our pregnant women. Counseling and treatment is provided in areas including post-partum depression, substance abuse and domestic violence.

Nutrition

At JCPS, child nutrition is a priority area that involves multiple teams of providers and experts. Teachers complete initial nutrition assessments, and any special dietary needs are handled with a PCP form through JCPS Nutrition Services. For children with weight concerns (overweight or obese), follow-up happens through our contract with Spalding University. A registered dietician will review our menu, consult with our Policy Council, and help ensure we are providing quality meals. Children receive a healthy and balanced breakfast, lunch, and snack in a developmentally appropriate and culturally sensitive environment that promotes nutritional education. Teachers are required to implement a nutritional activity in their classroom monthly. These activities introduce new foods as well as teaching our children the importance of taste, texture and portion sizes. Parents are encouraged to volunteer in the classroom to learn about their child's food explorations and experiences.

Mental Health Services

JCPS recognizes that the earliest years set the stage for a lifetime of emotional well-being, social skills, and competencies. We strive to create conditions where young children with social or emotional concerns and their families have the necessary resources and support to succeed, while at the same time promoting positive mental health, emotional well-being, social competence, and resilience for all children. Our Special Services Coordinator, in partnership with KSSW, ensures that all incoming infants, toddlers and preschool children receive developmental, behavioral and sensory screenings within 45 days of program entry. Children whose screening scores warrant concerns will be referred to Seven Counties Services, Specialized Child and Family, The Community Collaboration for Children or The Commission for Children with Special Health Care Needs. The Shine Insight data system is designed to clearly flag children with follow-up concerns, including our *Manage by Information* (MBI) report which includes several indicators to allow us to monitor both completion of required screenings and success of ensuing follow-up on a real time basis.

Our Mental Health Contractor observes children directly and is available through a referral to meet with staff and parents on any issues of concern, whether related to a child's behavior or to other issues in the family, such as depression or substance abuse. The Mental Health Contractor has regular on-site hours at each center, and staff and families are notified of the consultant's regular schedule so that they may access these services as needed.

Screenings (e.g. hearing, vision, speech, and development) must be conducted within a 45 day timeline after a child enters our programs and documented in the child's file. Shine Insight reports are then used to focus on the individual health needs of each child. In Early Head Start, all developmental, sensory, and social/emotional screenings are addressed in conjunction with the

well-child/baby exam following the recommended EPSDT schedule. Any developmental, sensory, or social/emotional concerns that arise from parents, teaching staff, or primary care providers are followed up with as appropriate and referrals are provided. Teachers and the family services team keep track of developmental progress through observations and document parents' observations and input on their child's goals on an ongoing basis.

Oral Health

JCPS partners with the University of Louisville Dental School, performing dental exams onsite for our EHS and HS children, as needed. JCPS staff helps a family secure a family dentist, if there is none. Children learn the importance of a good dental routine, learning the importance of brushing regularly and flossing daily. Parents are invited to workshops that include oral health information and education, stressing the importance of modeling good dental care for their children and the importance of seeing a dentist regularly.

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| Section II. Budget and Budget Justification Narrative |
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Under separate cover.