

Jefferson County Board of Education
Head Start/Early Head Start Program
2015-2016 Self-Assessment Findings

Methodology

The 2015-16 Jefferson County Board of Education (JCBE) Head Start/Early Head Start program self-assessment period was from January 2016 – May 2016.

The Self- Assessment plan was presented to the Policy at the November 2015 Policy Council meeting. The plan was approved without changes and the self –assessment began in January 2016. Teams and team leaders were identified by the self-assessment coordinator. There were 5 teams comprised of at minimum 8 team members. The coordinator met with all team leaders and trained them on the self-assessment tools and how to use the tools. They were given a timeline for completing the self-assessment. Each team leader was instructed to meet with their team members to plan to execute the required activities.

The five teams identified to conduct the self-assessment were comprised of Head Start staff and parents. Participants were recruited from the program’s Policy Council and parents were extended invitations when encountered at program facilities. Team members included the following levels of staff: family services workers, curriculum resource teachers, ECE resource teachers, disability liaisons, health coordinator, coordinator of disabilities and behavior support, instructors and the parent involvement liaison. The teams were led by mid-management staff and parents, which included the Policy Council co-chair.

Five elementary schools and all Early Childhood Sites were selected for the self-assessment. Activities included classrooms observations, parent interviews, playground health and safety checklist, bus ride observations on both the morning and evening routes, and student file audits.

Nine classrooms were observed at each school site. Six classrooms at the early childhood centers were observed.

Instruments Used for Program Self-Assessment

1. Classroom Health and Safety Checklist
2. Parent Interviews Questionnaire
3. Bus Ride Observations – EC Transportation Checklist Plan
4. Classroom Observations – Child Development and Education Checklist/ Electronic Walkthrough Tool (Ewalk)
5. Staff Interviews Questionnaire
6. ERSEA File Audit Checklist
7. Child/Health File Checklist
8. Team Report
9. First Aid Checklist

Governance/Compliance

Identified Strengths

1. The Policy Council supports the program by addressing the needs of families and the community.

Evidence – Policy Council Interview Questions

2. Training for the Policy Council helped council members to make informed decisions.

Evidence – Policy Council Interview Questions

Areas for Improvement

1. Few parents are aware of the Policy Council.

Evidence – Policy Council Interview Questions

2. Few parents voted in the last Policy Council election.

Evidence – Policy Council Interview Questions

Comprehensive Services

Identified Strengths

1. Most first aid kits were fully stocked.

Evidence – First Aid Kit Monitoring Checklist

2. 57% of parents are aware that the program supported their child's health.

Evidence - Parent Interview Questions

3. 63% of parents stated child's teachers communicated regularly with them.

Evidence - Parent Interview Questions

Areas for Improvement

1. Almost half of the parents interviewed (47%) did not know how the program supported children with disabilities.

Evidence - Parent Interview Questions

2. When parents were asked what resources are available for mental health issues, 50% left the question blank and 20% stated that they didn't know.

Evidence - Parent Interview Questions

Child Development and Education

Identified Strengths

1. The classrooms are well supplied.

Evidence – Classroom Child Development Observations/Ewalk

2. Classrooms have well defined learning areas.

Evidence - Classroom Child Development Observations/Ewalk

3. Classroom learning materials are reflective of the diverse student population.

Evidence – Classroom Child Development Observations/Ewalk

4. Adults actively engage with students and are sensitive to student needs.

Evidence – Classroom Child Development Observations/Ewalk

Areas for Improvement

1. Data reflected that many parents were unaware of Early Childhood curriculum.
2. Some instances of staff using harsh, directive tone with students was noted.

Evidence – Classroom Child Development Observations/Ewalk

3. Student work not always posted at child's eye level in the classroom.

Evidence – Classroom Child Development Observations/Ewalk

ERSEA

Identified Strengths

1. Most ERSEA files were found to contain all required documents

Evidence – ERSEA File Audit

2. It was noted 99.6% of Early Head Start ERSEA files contained all required documents.

Evidence - ERSEA File Audit

Areas for Improvement

1. Although located immediately, some folders were not readily accessible at the time of the initial visit. They were inaccurately placed in the filing cabinet.
2. Develop a system to ensure the official birth certificate is provided within 30 days of enrollment.

Facilities/Operations

Identified Strengths

1. Bus ride observations generally indicated that bus monitors were engaged with students and students with each other as evidenced by conversations and routines.

Evidence – Bus Observations

2. Strong support from JCPS in addressing identified facility and maintenance concerns.

Effective work order system in place district-wide.

Evidence – Health and Safety Checklist

Areas for Improvement

1. Strengthen system for identifying and monitoring playground concerns and needed repairs.
2. Ensure that unused outlets are properly covered with safety plugs at all times.
3. Improve use of bus logbook and ensure that all procedures are followed.

Family and Community Partnerships

Identified Strengths

1. Parents have knowledge of the program's social services that support the family and parent involvement

Evidence - Parent Interview Questions

2. The program offered parent training on child safety, child development, fatherhood, family literacy, and parent advocacy through Parent Center Committee Meetings (PCCM) workshops, trainings and conferences.

Evidence - Parent Interview Questions

3. Family Partnership Agreements are a component of the program services.

Evidence - Parent Interview Questions

Areas for Improvement

1. Provide more tools that define the parent workshops/trainings and their purposes so that parents can articulate the impact of the program on their attainment of skills.
2. Making connections to the role the program plays in connecting to social services and the community. Comments primarily focused on what the teachers did and not the family services staff.
3. Provide results of needs assessment so that families are aware of the programs vested interest in meeting their needs.